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ABSTRACT

Since 1985, the National Crime Prevention Council and the National Institute for Citizen Education in the Law have been supporting the implementation of the Teens, Crime, and the Community (TCC) curriculum for use in a variety of settings. The curriculum is intended for teenagers aged 14 to 18. The 1992 evaluation was an outgrowth of smaller evaluations conducted in the previous 2 years. The evaluation includes: (1) a site visit to the Justice Resource Institute/Evaluation Program to document changes in the program in the past year; (2) pretest and posttest attitude and knowledge testing of 10 delinquent youth; (3) a site visit to a probation unit to document changes and perceptions of students; (4) site visits to two rural schools; (5) pretest and posttest data from 10 Iowa schools; and (6) interviews with 10 teachers. Attitude change for students appeared to be related to the program's focus on prevention and the use of resource people. Data support the hypothesis that TCC prevents or reduces future delinquent behavior for "regular" students. Students in juvenile justice facilities showed appropriate trends, but results did not reach statistical significance. Successful implementation of TCC appeared to depend on teacher commitment, administrative support, careful attention to the program, student empowerment, and adequate financial resources. (Contains eight tables.) (SLD)

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1992 EVALUATION OF TEENS, CRIME & THE COMMUNITY

AUGUST, 1992

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EXECUTIVE SUMMARY

Since 1985, the National Crime Prevention Council (NCPC) and the National Institute for Citizen Education in the Law (NICEL) have been supporting the implementation of a Teens, Crime & the Community (TC&C) curriculum for use in a variety of settings for youth. The curriculum is intended for use with teenagers, between the ages of 14 and 18.

The purpose of TC&C is to give teenagers the opportunity to learn individual crime prevention and self-protection techniques. These techniques are designed to both reduce the immediate risk of crime and to encourage the implementation of community crime prevention projects. In essence, TC&C seeks to empower teens to become crime prevention resources in their own communities and to reduce the incidence of teen victimization.

TC&C supports the use of several essential components of program success, including sufficient class time to cover course content, use of resource people from the community, and student-driven teen action projects. Proper implementation of TC&C also involves a focus on prevention rather than the criminal justice system, emphasis on student responsibility for the community, use of a variety of teaching techniques, and demonstrating the relationship between program concepts and real life experiences. To be effective, TC&C must have the commitment of the teacher as well as support from the administration.

The 1992 evaluation design for TC&C was an outgrowth of smaller evaluations conducted in various settings in the past two years. The 1992 evaluation design consisted of:

- A site visit to the Justice Resource Institute/Evaluation Program to document changes in the program in the past year,
- Pre-post attitude and knowledge testing of ten delinquent youth detained in the Justice Resource Institute/Evaluation Program,
- A site visit to the Virginia Beach Probation Unit to document program changes and perceptions of students,
- Site visits to two schools in rural Iowa to describe program implementation,
- Collection of pre-post knowledge and attitude data from TC&C and comparison students in ten Iowa schools, and
- Interviews with the ten teachers involved in the pre-post testing to measure the degree of program implementation.

The evaluation focused on assessing whether TC&C met its objectives in these sites, and to answer several evaluation questions. Based on the data gathered from the aforementioned sources, the following results were obtained for each evaluation question. The conclusions for each answer are those of SPEC Associates and are not meant to represent the opinions of any other agency or individual involved in this evaluation.

What elements of the process can be shown to correlate with what is seen by others as a successful TC&C program (eg. teaching, training, peer interaction, youth involvement in action projects)?

The post-program teacher survey indicates that virtually all teachers implemented all of the elements hypothesized by NCPC/NICEL as predictors of successful TC&C. Only one teacher reported not doing a teen action project.

On a scale of 1 to 7, teachers reported an average rating of 5.1 in success in implementing TC&C. Higher ratings of success were correlated with more chapters covered, use of varied teaching techniques, focus on positive peer interactions, relating concepts to real life, emphasis on student responsibility for the community, more hours spent on teen action projects, and perceptions of support from the administration.

What are the different levels of implementation of TC&C?

In all of the settings, the TC&C teachers implemented the program with integrity. In Virginia Beach, the program lasted nine weeks. At JRI/EP, the program continues for as long as the youth is at the detention center. In the rural schools, teachers covered on the average, about three sessions on each TC&C topic.

TC&C appears to be a flexible program that can fit well within a variety of settings. Not all teachers cover all topics. Those common to all teachers in all settings were: teens and crime, and violent crime. For all other chapters of the text, there is at least one teacher in at least one setting who did not cover the topic.

Is there evidence that a greater intensity (number of hours of TC&C curriculum, number of hours involvement in TC&C projects) of TC&C application yields greater or proportionate positive change?

This question was addressed by correlating changes in attitudes and knowledge with the number of TC&C sessions conducted and the number of hours teachers reported spending on teen action projects. The results indicated that there is no relationship between the number of TC&C sessions and any attitude or behavior changes. Similarly, the number of hours spent on teen action projects is not significantly correlated with changes in attitudes or knowledge.

Can a scale be constructed to measure the level of application of elements hypothesized to predict successful TC&C implementation? If so, does level of implementation correlate with changes in knowledge or attitudes?

An implementation scale was constructed from the teacher survey questions that measured chapters covered, sessions spent on TC&C, teachers' ratings of various foci of the course, use of others, and help from the administration. The alpha coefficient for this scale indicated that is it not a reliable measure of program implementation. This could reflect the variations in TC&C implementation. More research is needed on test construction for measuring level of TC&C implementation.

To what extent does participation in teen action projects contribute to knowledge and attitude change, beyond changes caused by participation in the class sessions?

Changes in attitude and knowledge appear to be related to elements of implementation other than the number of class sessions and hours of teen action projects. Increases in students' belief in ethical rules were related to the teacher reports of focusing on relating prevention to real life experiences, and with the use of more resource

people. Increases in students' association with non-delinquent peers was related to the higher percent of sessions focused on prevention, and teachers' perceptions of administrative support. Increases in altruism appeared to occur when the teacher related prevention to real life experiences, and when a number of resource people were used.

Curiously, knowledge gain was correlated with lower teacher perceptions of success, fewer chapters of TC&C used, teachers not having measurable goals, and teachers not focusing on student responsibility for their community.

In summary, attitude change appears to be related to the focus on prevention and the use of resource people. The correlation between increased knowledge and lower levels of TC&C implementation are counter-intuitive. It may be that the knowledge questionnaire measures factual knowledge, while TC&C implementation goes beyond facts and helps students think about their attitudes and behaviors. If those teachers who focus on the factual information are less likely to engage the class in projects or use resource people, it is logical to expect greater knowledge change among these students. Students involved with projects and activities would be less focused on remembering facts about crime and crime prevention.

Is there evidence to suggest that TC&C may prevent and/or reduce future delinquent behaviors of participants?

The data support the hypothesis that TC&C prevents and/or reduces future delinquent behaviors for "regular" students. TC&C appears to have had an impact on rural students' belief in ethical rules, associations with delinquent peers, self-reported delinquency, and altruism. Youth at JRI/EP showed appropriate trends in the subscale scores, but none reached statistical significance.

Is there evidence to suggest that TC&C changes participants' attitudes, thereby increasing their connection with society and decreasing the propensity to commit delinquent acts?

TC&C students had significant increases in altruism/bonding with community, and beliefs that laws are reasonable. There was no change in youths' commitment to appropriate social norms, involvement in school or attachment to authority figures.

Is there evidence to suggest that participation in the teen action projects increases participants' goals and expectations for their own futures?

There was no significant correlation between the number of hours spent on teen action projects and changes in participants' goals and expectations for their own futures. The lack of relationship may be due to the relatively low reliability of the hopefulness measure.

Is there a common set of conditions that must exist for TC&C to be institutionalized within an agency or system?

Results from the site visits and teacher surveys suggests that the key criteria for institutionalization of TC&C into a school is the commitment of the teacher. The principal, superintendent, JRI/EP director and curriculum developer all indicated that the commitment of the teacher to the program predicts its success. Within the school setting, the administrators reported deferring to the teacher concerning the decision to use TC&C in a particular class. While the administration has a supportive role, it is the teacher who has the major decision making

power. Even if TC&C were mandated, results from the site evaluations suggest that teacher motivation and commitment is critical to implementing TC&C in the way NCPC intends it to be implemented (i.e. resource people, action projects, etc.).

This finding suggests that support to teachers is important to keeping TC&C within the school after NCPC funding is terminated. Support of networking, conferences, newsletters and other ways of communicating with teachers could be useful in continued implementation of the program. This is particularly important in helping TC&C remain within a school when there is teacher turnover.

Is there a "core" of TC&C that should be consistently implemented regardless of site or population?

If there is a "core" of TC&C that should be consistently implemented, it should not mandate specific chapters of the text. In this evaluation, there were only two chapters covered by all teachers. Rather, the "core" of TC&C appears to be its simultaneous use of facts, resource people and action projects. From the qualitative information obtained from teachers, the other element of the "core" of TC&C appears to be student commitment to the action projects. Students should have maximum empowerment in the selection and implementation of these projects.

What does it take for TC&C to be successful?

In conclusion, it is this evaluator's opinion that successful implementation of TC&C involves the following five components:

- Teacher commitment to implementing TC&C,
- Administrative support in allowing teachers to be trained and allowing students to engage in community-based action projects,
- Implementation of the program with integrity -- using the textbook, implementing student-directed projects and including community resource people,
- Student empowerment in the selection, planning and implementation of the action projects, and
- Minimal financial resources to support ancillary costs related to resource people, field trips and action projects.

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INTRODUCTION

Since 1985, the National Crime Prevention Council (NCPC) and the National Institute for Citizen Education in the Law (NICEL) have been supporting the implementation of a Teens, Crime & the Community (TC&C) curriculum for use in a variety of settings for youth. The curriculum is intended for use with teenagers, between the ages of 14 and 18.

The purpose of TC&C is to give teenagers the opportunity to learn individual crime prevention and self-protection techniques. These techniques are designed to both reduce the immediate risk of crime and to encourage the implementation of community crime prevention projects. In essence, TC&C seeks to empower teens to become crime prevention resources in their own communities and to reduce the incidence of teen victimization.

TC&C supports the use of the following elements as essential components of program success:

1. Clear learning goals and objectives and means of measuring attainment of them,
2. Sufficient instruction time (10-15 sessions minimum),
3. Use of a variety of education strategies to teach students,
4. Appropriate pedagogy of each strategy (for knowledge),
5. Positive peer interactions,
6. Use of resource people,
7. Kids' engagement with a youth-led project,
8. Focus on crime and its prevention rather than on the criminal justice system,
9. Application of concepts of prevention to students' real experience - both within themselves and in the community,
10. Demonstration of prevention as possible and desirable,
11. Emphasis on a sense of student competence to be responsible for the community,
12. Training of teachers, and
13. Support from school administration for the TC&C program so that, for example, students are provided ample time to complete action projects, so that publicity is provided for youth projects, and so that support is received from the community.

Involvement with TC&C is hypothesized to have a significant impact on teens in several areas. TC&C is expected to:

- increase teens' knowledge about teen victimization and crime prevention,
- reduce teens' victimization by crime,
- improve students' commitment to legitimate social norms,
- enhance their attachment to adults, particularly authority figures,
- expand their involvement in productive, crime-reducing, community-oriented activities,
- increase their belief that rules and laws are necessary in society, and that they are fair and reasonable enough to be obeyed,
- promote positive labelling within the classroom,
- provide opportunities for successful interaction of problem youth with mainstream classmates, and
- reduce teen delinquency.

These areas of impact include most dimensions that Hunter asserts are predictors of delinquency.[1]

[1] Hunter, R.M. Law-Related Education Practice and Delinquency Theory.

HISTORY OF TC&C EVALUATION EFFORTS

For the past two years, NCPC and NICEL have been conducting small evaluations of TC&C at various sites throughout the U.S. These evaluations involved urban and rural middle schools and juvenile justice settings.

In the past, evaluations of TC&C focused on program implementation and outcomes of student participation. Implementation evaluations varied across sites, and consisted of:

- On site interviews with various staff at five different juvenile justice settings (Boston: Rappahannock, Virginia; Virginia Beach, Virginia; Miami, Oklahoma and Camarillo, California). The goal of these interviews was to describe the first year of implementation of TC&C at these juvenile justice settings.

- Pre-post analysis of change in knowledge among students in Detroit, San Francisco, South Carolina and Iowa. The purpose of this data collection was to assess the extent to which students learn about crime prevention through participation in TC&C.

- Pre-post analysis of attitude change among students in Detroit, San Francisco, South Carolina and Iowa. These surveys aimed to demonstrate improved attitudes toward self, adults and helping others as a result of involvement in teen action projects.

- Telephone interviews with students in Detroit, San Francisco, South Carolina and Iowa to learn students' perceptions about the program and its impact.

- Telephone interviews with teachers and administrators in South Carolina and Iowa to obtain their opinions of the program and their perceptions of the impact of the program on the students, schools and the community.

- Group interviews with teachers in Detroit and San Francisco to obtain information about how the program was implemented and recommendations for how it can be improved.

Results from these evaluations indicated the following:

- Increases in student knowledge about teen victimization and crime prevention after participation in TC&C can be objectively demonstrated.

- The attitude measure developed for the evaluation was not sufficiently reliable. Pre-post changes in attitude were demonstrated on only one item at only one site.

- Students, teachers and administrators believe that TC&C does have an impact on students' behaviors and attitudes.

- TC&C is implemented with various intensity and methods in different settings. The reasons for differing levels of implementation include: teacher and administrator commitment to the program, resources available in the school and/or the community, teachers' areas of expertise and interest, the structure of the program and the varying lengths of stay of students within particular settings.

GOALS OF 1992 EVALUATION EFFORTS

Given the limited, but positive information learned about the potential impact of TC&C on teenage participants, NCPC and NICEL decided to take a more focused effort in their 1992 evaluation of the program. The different stages of program implementation and different types of youth necessitate unique evaluation goals and strategies for each setting. However, NCPC and NICEL are interested in beginning to standardize the evaluation process and systematically accumulate data that can lead to answering these questions:

- Which objectives is TC&C capable of accomplishing and to what extent?
- What does it take for TC&C to be successful?

Answering these questions requires the objective measurement of the hypothesized elements of program success, as well as measuring program outcome and impact.

The 1992 evaluation efforts aimed at obtaining objective assessments of hypothesized elements of success, program outcome and/or impact for the following two settings:

(1) Schools: Since TC&C is designed as a mainstream educational curriculum, a major focus of the 1992 evaluation was on assessing its impact on regular school students. Specifically, the schools in Iowa were asked to cooperate in both an implementation and impact evaluation of TC&C.

(2) Juvenile Justice Programs: In 1990, NCPC and NICEL received a grant from the Office of Juvenile Justice and Delinquency Prevention to demonstrate the value of TC&C for delinquents. The 1992 evaluation focused on assessing the outcomes of TC&C in two programs for juvenile delinquents.

The goals of the 1992 evaluation of TC&C were to:

- Improve the knowledge and attitude instruments as valid and reliable measures of change among participants;
- Demonstrate the impact of TC&C in changing knowledge and attitudes by comparing participants with matched comparison groups;
- Understand the elements associated with and/or needed for TC&C to be successful as a whole, and in each of its major objectives;
- Investigate key elements needed to institutionalize TC&C within an organization or system; and
- Document the changes in TC&C during the second year of implementation in Iowa schools, in the Virginia Beach probation unit, and in the Boston juvenile detention facility.

EVALUATION QUESTIONS FOR 1992

While the specific evaluation designs differ across sites, there is a set of questions that were addressed through a meta-analysis of the findings from the individual evaluations. These questions include:

- What elements of the process can be shown to correlate with what is seen by others as a successful TC&C program (eg. teaching, training, peer interaction, youth involvement in action projects)?
- What are the different levels of implementation of TC&C?
- Is there evidence to suggest that TC&C changes participants' attitudes, thereby increasing their connection with society and decreasing the propensity to commit delinquent acts?
- Can a scale be constructed to measure the extent to which hypothesized elements of success were applied in the teaching of TC&C? If so, does level of application correlate with changes in knowledge or attitudes?
- Is there evidence that a greater intensity (number of hours of TC&C curriculum, number of hours involvement in TC&C projects) of TC&C application yields greater positive change?
- To what extent does participation in teen action projects contribute to knowledge and attitude change, beyond changes caused by participation in the class sessions?
- Is there evidence to suggest that TC&C may prevent and/or reduce future delinquent behaviors of participants?
- Is there evidence to suggest that participation in the teen action projects increases participants' goals and expectations for their own futures?
- Is there a common set of conditions that must exist for TC&C to be institutionalized within an agency or system?
- Is there a "core" of TC&C that should be consistently implemented regardless of site or population?
- What does it take for TC&C to be successful?

MEASURES

Through previous evaluations of TC&C and information about the evaluation of other Law Related Education (LRE) programs, several instruments have been developed for describing the TC&C and assessing its outcomes and impact. The instruments that were revised and/or created for use in the 1992 evaluation are:

- Knowledge of teen victimization and crime prevention,
- Attitudes toward self, adults and helping others (school version and juvenile justice version),
- A phone survey instrument for teachers to estimate the extent to which key elements of a successful program, as defined by NCPC and NICEL, were applied, and perceptions of impact,
- An interview guide for use during site visits to Iowa, Boston and Virginia Beach for students to describe TC&C implementation, application of hypothesized elements of success and perceptions of impact,
- An interview guide for use during site visits to Iowa, Boston and Virginia Beach for gathering information from teachers about program implementation, application of hypothesized elements of success, predictors of institutionalization and recommendations for change,
- An interview guide for use during site visits to assess administrators' commitment to TC&C and their views about institutionalization of the curriculum within their systems, and
- An interview guide for resource people to understand their roles and to document their opinions about how the program can be improved.

For the past three years, NCPC and NICEL have been working on the development of a knowledge questionnaire. The questionnaire taps key concepts and issues that are the focus of the TC&C textbook. The older version of this knowledge test demonstrated adequate reliability, but also demonstrated a ceiling effect. That is, on some items, more than two-thirds of the students knew the correct response at the pretest time.

Based on the results from the use of the knowledge instrument in Detroit, San Francisco, Iowa and South Carolina, and based on changes made to the TC&C textbook, a revised version of the knowledge questionnaire was developed. This instrument included the "good" questions from the older version, revised poorly worded or "too easy" questions, and added new questions about new topics in the text.

The "Attitudes, Behaviors and Precursors to Law-Abiding Behaviors and Community Bonding" measure developed by Hunter et. al[2] was used as a basis for assessing attitude change. This instrument replaced the original attitude measure because the original instrument was not found to be a reliable measure of attitudes. The use of this instrument allowed for an examination of the hypothesis that involvement in TC&C reduces delinquency-related attitudes.

Two other scales were added to Hunter's instrument: measures of altruism/community bonding and hopefulness. Altruism/community bonding was expected to increase as a result of participation in the teen action projects. Since no standardized measure of altruism could be found in the literature, questions were created measuring attitudes toward helping others. Some of these were derived from the attitudinal instrument developed for and used in previous evaluations of TC&C.

The teen action projects were expected to have an impact on teens' ability to set and accomplish goals. Therefore, it was expected that their interest in setting goals for their own futures would increase as a result of TC&C. The ten-item measure of hope created by Snyder et al.[3] was modified and used to measure this sense of having goals in life. This instrument has been demonstrated to have suitable reliability and validity in samples of adults. Its reading level is adequate for middle-school students.

There were two versions of attitudes/behaviors instrument: one for schools and one for juvenile justice settings. The primary difference between the two instruments was the revision/removal of those items specifically related to the school setting, and reducing the item response options for the juvenile setting to be more appropriate for youth likely to have reading and/or comprehension problems.

The telephone interview instrument for teachers used in previous evaluations of TC&C included measures of how TC&C was implemented in the schools. This instrument was revised for this evaluation. Questions were added soliciting respondents' opinions about the hypothesized elements of what it takes for TC&C to be successful, to assure that all elements of successful program implementation identified by Hunter et al.[4] and the staff of NCPC and NICEL were included.

Last year's administrators' telephone survey instrument was modified for use in in-person interviews with administrators conducted during the site visits to Iowa, Virginia Beach and Boston. The students' instrument used last year was used in the 1992 evaluation to develop a student interview guide. As with the teachers' instrument, questions were added to the student interview guide concerning opinions about what it takes for TC&C to be successful.

The next sections specify the evaluation objectives and methodology for each of the two settings, followed by an analysis of the data collected at each site.

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[2] Sample Law-Related Education Evaluation Questionnaire. Action Research Project. Program on Problem Behavior. Institute of Behavioral Science. University of Colorado at Boulder.

[3] Snyder, C.R., Harris, C., Anderson, J.R., Holleran, S.A., Irving, L.M., Sigmon, S.T., Yoshinobu, L., Gibb, J., Langelle, D. and Harney, P. (1991) The Will and the Ways: Development and Validation of an Individual-Differences Measure of Hope. *Journal of Personality and Social Psychology*, 60 (4), 570-585.

[4] Hunter, R.M., Warren Little, J. and Haley, F. Implementing Effective LRE Programs. Fact Sheet of the Clearinghouse for Social Studies/Social Science Education. Boulder, Colorado.

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THE IMPACT OF TC&C IN RURAL SCHOOL SETTINGS

The 1992 evaluation of rural schools had two goals:

(1) to attribute changes in attitude and knowledge to participation in TC&C, and

(2) to identify the elements of a successful TC&C program in the school setting.

The following questions were addressed in the evaluation of TC&C in rural schools:

- How is TC&C implemented within the schools?
- Is there a "core" TC&C program that is included in every school?
- To what extent does participation in TC&C cause changes in attitudes related to delinquency and bonding with the community?
- To what extent does TC&C increase students' knowledge of teen victimization and crime prevention?
- To what extent do schools modify the TC&C curriculum? What modifications are made? Why are these changes made?
- What does it take to institutionalize TC&C within a school system? How can this institutionalization be measured?
- What do administrators, teachers and students think it takes for TC&C to be successful?

Methodology

This year's evaluation of TC&C in Iowa provided an opportunity to obtain the first evidence of a causal relationship between involvement with TC&C and changes in knowledge, attitudes and behaviors. The impact evaluation methodology consisted of comparing pre-post changes in knowledge and attitudes between classes which participated in TC&C and comparable classes which did not participate.

Ten teachers of TC&C in Iowa schools were invited and agreed to participate in this study. Specifically, they were asked to identify a comparison class with students similar in demographic and school-related characteristics for each class of TC&C they teach. Teachers were paid stipends to administer in-class surveys to TC&C and comparison classes at the beginning of the winter semester, and again at the end of the semester. The surveys were expected to take two class periods to complete at both the beginning and end of the school semester. The first class survey was the knowledge questionnaire. The second survey was the "Attitudes, Behaviors, Precursors of Law-Abiding Behavior, and Community Bonding" questionnaire.

To further understand the implementation of TC&C in rural schools, the ten teachers who participated in the impact evaluation were interviewed by telephone. In addition, site visits were made by the evaluator to two of these schools to interview key individuals involved in program

implementation. Visits were made to two sites recognized by NCPC and NICEL as exemplary models of TC&C implementation.

The teacher, students, administrators and resource people were interviewed during the site visits. Information from the visits were used to address questions related to institutionalization and predictors of a successful TC&C program.

The next two sections present the results from the site visits. Then, the data from the teachers and students in the ten schools are presented.

The opinions and interpretations presented in this report are those of SPEC Associates. They are not meant to represent the opinions of any other person or organization involved in this evaluation.

FOX VALLEY SCHOOL - MILTON, IOWA

History and Description of TC&C Implementation at the School

Fox Valley School District includes one elementary school in Cantril, Iowa and one junior/senior high school in Milton, Iowa. Both Cantril and Milton are small towns located in the southeastern corner of the state.

TC&C has been used by one teacher at the high school for the past two years. This teacher learned about the program from a Social Studies coworker who obtained a brochure about the program at a state history convention. After reading the brochure, the teacher attended conferences at Drake University in Des Moines to learn about the program. After the first conference, the teacher was convinced that TC&C was needed by her students.

The only resources the teacher received in support of TC&C was a $100 stipend, free textbooks and the teacher's guide.

TC&C has been taught for the past two years in the eighth grade, as part of the mandatory health class. Eighth grade students received one full semester of TC&C infused into this course.

In grades 10 through 12, students must take at least one semester of the mandatory health curriculum before they graduate. TC&C is infused into the second semester health curriculum, where a major focus of the curriculum is on alcohol and drugs. TC&C was taught as part of this health course for 10th through 12th graders for the past two years.

According to the teacher, every element of TC&C addresses one or more topics mandated to be covered in the health curriculum. As the TC&C teacher explains:

> "Health is mental, social, emotional, and physical development...TC&C addresses many of the areas we may need to deal with (these types of health)."

TC&C was the only textbook used in the two health classes. According to the students, in addition to the TC&C materials, the teacher used handouts from the "ring binder" -- the "Health Skills for Life" curriculum for K-12 grades published as a certified Title VI-C Project in Eugene, Oregon.

Students were involved in TC&C for three 45-minute sessions each week for a full semester. According to the telephone interview conducted with the teacher as part of the overall Iowa evaluation, the implementation of TC&C in Fox Valley High School involved the following elements believed to be essential components of program success:

- A total of 40 sessions per course,
- Use of videotapes, resource speakers, and role plays,
- Teacher lectures,
- Peer interaction through class discussions and group projects,
- Use of four different resource persons as speakers,

- Student involvement in youth-led projects,
- A moderate (65%) focus on crime and its prevention rather than on the criminal justice system,
- Maximum application of the concepts to students' real life experiences,
- A strong emphasis on student responsibility for the community,
- Attendance by the teacher at two different TC&C conferences, and
- Moderate to strong support from the administration for TC&C.

It should be noted that this teacher will no longer be teaching at the high school next year. She reported that she was leaving the position because it was only part-time, and she secured full-time employment in a nearby town.

Site Visit Data Collection

To learn about TC&C implementation in Milton, Iowa, information was gathered from interviews with:

- the TC&C teacher,
- a group of four eighth grade students,
- two high school students,
- the school principal,
- the school district supervisor, and
- a deputy sheriff.

The goal of the interviews was to learn about:

- the process of TC&C implementation,
- attitudes of the teacher, students, administration and resource people about the program,
- perceptions of if and how the program will be institutionalized within the school, and
- the impact of TC&C on reducing the immediate risk of crime and empowering teens to be crime prevention resources.

Teacher's Opinions of TC&C

<u>The Process of TC&C Implementation</u>

A total of 10 eighth graders and 17 junior/senior high school students were involved with TC&C this year. Both 8th graders and junior/senior high schoolers participated in essentially the same curriculum, except that the 8th graders did not cover the topic of acquaintance rape. Child abuse was not covered in both classes. All other topics of the TC&C text were covered.

Four speakers were brought to the class:

- A state highway patrolman spoke about drunk driving,
- A prevention specialist spoke about AIDS and acquaintance rape,
- A prosecuting attorney spoke about drug cases he prosecuted, and
- A sheriff's deputy talked about the costs of crime in the community.

When asked if it was practical to bring in resources, the teacher commented that using resources strengthens the program. However, there were many activities she would have liked to include in the course that were cost prohibitive. She wanted to take her students to visit the local jail, the state penitentiary and a group home for criminals. She felt these trips may have been especially effective with the "rebellious" students in her high school class, but she had given up her bus driver's license and could not afford to rent a bus.

In addition to speakers, the teacher brought in a number of other resources including local newspaper articles about crime in the area and videotapes on relevant topics. Many of the videotapes were obtained from the local Area Education Agency (AEA), one of a network of state-supported agencies which provide educational resources to schools. Teachers can borrow materials which are delivered and picked up by AEA staff on a regular basis.

Topics of videos used in the teaching of TC&C included:

- acquaintance rape,
- smokeless tobacco,
- drunk driving,
- crack/cocaine use and its impact,
- drug use and how it affects family and school,
- rape alert, and
- shoplifting.

According to the teacher, alcohol/drug use and shoplifting are the major teenage crimes in the community. Specifically, under-age drinking and the use of illegal drugs were mentioned as being "on the increase," although the teacher indicated that the students do not admit to the problem.

Several community projects were completed by students through TC&C. Each student was required to select a community project and to contribute a minimum of three hours in its completion. Typically, students worked in small groups to complete the project. According to the teacher, students were told that they must first have the project approved by her prior to completing it, in order to receive credit.

Projects completed by the students included:

- Two students helped the librarian reorganize the library, especially the children's books section.

- Two boys conducted a survey of the high school students about shoplifting, where they learned that shoplifting was more prevalent than they expected.

- Four seniors cleaned the school yard and ball park.

- Two students helped renovate a community building that had been relocated into the center of the town.

- Eighth graders broke into three groups and wrote letters to the three victims' assistance organizations listed in the text, asking for more information. The highlight of the class was when the students received a personal phone call from their contact at the National Organization for Victim Assistance (NOVA), asking them questions about their needs. The teacher reported that the students talked openly about crime-related problems they encountered, such as someone "spiking the punch" at a student dance. The NOVA representative also wrote to the students indicating that she had voiced their concerns and comments to Congress when she spoke at the National Forum on Victims' Rights.

After completing the project, each student had to do a report of what they did, who supervised their services, and why the project benefitted the community.

The teacher reported that there was one project which two students completed that was not accepted. The teacher indicated that the students had not received her permission prior to painting one of the back boards of the basketball court in Cantril. She indicated that some community members had been offended by the painting of a "monstrous face" on the back board. She indicated that it was important to monitor student projects so that they do not cause unrest among community members.

In addition to mandatory projects, the teacher reported that some eighth graders became involved in other crime prevention activities, such as adopting a highway, volunteering for the "jump rope for heart" event, and attending the drug-free dance sponsored by the county sheriff.

Students' Attitudes toward TC&C

When asked how the students responded to TC&C, this teacher indicated that she received very different reactions from the two groups. The 8th graders were reported to be much more receptive to the topics and ideas raised in the class than the high school students.

In particular, the teacher noted that some of the high school students did not appear to take the topics seriously. She described a small group within this class who had "macho" attitudes about the class. For example, they were saying that it was "okay" to get involved in drinking, shoplifting, etc. as long as it doesn't hurt anyone, and as long as no one in their families is hurt by anyone else's crimes. These students also commented that they saw the local neighborhood watch program as more of harassment than help.

The teacher indicated that she believed some students were making these comments for their "shock value," and didn't really believe them. In other cases, she believed that the topics were too sensitive for some of the students, who came from families with many problems. For these students, the teacher did not believe that TC&C changed any attitudes or behaviors.

On the other hand, this teacher indicated that the 8th graders were very receptive to TC&C. She believed many of these students learned that they could have an impact on their communities. As a result of TC&C, the teacher believed that some of the eighth graders will be getting involved as peer helpers next year.

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The teacher believed that TC&C was a motivator, especially for the eighth graders. TC&C gave them a chance to share their opinions, even though others may not have agreed. TC&C also made them more aware of what is happening in their communities, and "opened their eyes about shoplifting."

One example of increased awareness among the eighth graders was the teacher's report that some students started bringing into class relevant newspaper articles. She also indicated that these students appeared to like the "Your Turn" portions of the text, where they had to do their own research on various issues.

This teacher believed that TC&C has a more preventive impact on younger students. Even though some eighth graders are involved in drinking and shoplifting, their attitudes toward these behaviors were not as formulated as attitudes of the older students.

Perceptions about the Institutionalization of TC&C

This teacher was extremely enthusiastic about TC&C and hoped it would continue at the school next semester. She believed TC&C to be extremely relevant -- it focused on what students see around them all of the time. She believed it taught students what is involved in crime, particularly the cost of crime to taxpayers.

According to this teacher, TC&C fits well within the health curriculum. TC&C relates to family life, child abuse, drunk driving, acquaintance rape and family violence -- all components of the mandated health curriculum. This teacher indicated that, perhaps, TC&C could also be infused into a history course.

TC&C did not add a new course into the curriculum. Rather, this teacher sees TC&C as a "flexible curriculum" fitting well within the health course.

TC&C also did not appear to have an impact on the community's attitudes toward the school, because few in the community knew that the students' projects were part of a class.

The extent to which TC&C will be institutionalized after this teacher leaves depends, to a great extent, on whether the replacement teacher uses the program.

Another factor related to the institutionalization of TC&C is whether it continues to receive the support of the drug free schools committee. This teacher reported that a student's mother and a guidance counselor on the committee had commented about how pleased they were with what is covered in TC&C. The teacher is also a member of the drug free schools committee, and expects to remain active on it. As such, she anticipates continuing to support the use of TC&C through this group.

To institutionalize the program statewide, according to this teacher, would require more publicizing of its success. Particularly, the state Department of Education would have to learn about the program and its impact.

Perceptions about What it Takes for TC&C to be Successful

From this teacher's perspective, to be successful TC&C needs the commitment of the teacher, administration, school board and students. It needs community support, and extensive involvement of the legal community members who have hands-on experiences with crime and the law. Networking among TC&C teachers throughout the state would also contribute to the program's success.

Role of TC&C in Reducing the Risk of Crime

This teacher believed TC&C reduced the risk of victimization of the eighth graders because it made them more aware of the consequences of crime -- the risk of getting caught and what would happen if they were caught. For example, in Iowa, youth under age 18 have drivers' licenses only with the signed permission of their parents. If caught driving while intoxicated, their parents could take their license until they reach 18.

This teacher was not sure about the extent to which TC&C reduced the risk of crime among the high schoolers.

Role of TC&C in Increasing Students' Knowledge about Victimization and Crime Prevention

This teacher was emphatic that TC&C increased students' knowledge about crime. Students were able to follow local crime through the newspaper, learning how the criminal justice system works. Specifically, students followed a murder that occurred in a neighboring county.

According to the teacher, students also became acutely aware of the costs of crime to the community. For example, in one activity, students learned that it costs approximately $30 whenever a stop sign is knocked down by vandals.

Role of TC&C in Increasing Students' Commitment to Legitimate Social Norms

According to the teacher, the role of TC&C in increasing commitment to legitimate social norms was not apparent for the high school students. On the other hand, she reported that the eighth graders increased their commitment to legitimate social norms as they became more aware of the consequences of illegitimate normative behaviors. For example, she reported the eighth graders becoming more aware of the negative influences that their high-school peers are presenting.

Role of TC&C in Enhancing Students' Attachment to Adult Authority Figures

Again, this teacher did not see any increased attachment to authority figures among the high school students. But, she reported that the eighth graders became more willing to report crimes that they see. In one case, an eighth grader became overzealous -- reporting everything he saw to the police.

Eighth graders also became more vocal in voicing their opinions to authority figures. In one case, they became more vocal about their rights and spoke up to the school administration about changes they would like to see in the student handbook.

Role of TC&C in Increasing Students' Beliefs in Rules and Laws

According to the teacher, "nothing seemed to convince" the high school students about the necessity of rules and laws. They seemed to continually voice the perspective that they could do what they want, as long as they were not hurting anyone. Interestingly, however, the teacher reported that these students took different attitudes about other people's criminal behaviors. They reported to her that they would not get involved if they saw someone committing an act against a neighbor, but would become involved if someone harmed a member of their families. Further, their involvement would be through personal retribution, rather than reporting the crime to the authorities. For example, in the case of acquaintance rape, these students reported that they would not report it to the police, but would talk to their friend who committed the crime.

The eighth graders, on the other hand, seemed to increase their belief in rules and laws as a result of involvement with TC&C. The teacher reported that these students appeared to be "banning together" against perpetrators by the end of the course.

Role of TC&C in Promoting Positive Labeling

The teacher believed that TC&C provided a role for problem youth in the classroom. For example, during the course one student was caught unlawfully using alcohol. This event was used as a basis for class discussion, and the student reportedly became "more mellow" in the class.

Role of TC&C in Reducing Teen Delinquency

Since technically none of the students in this school were delinquents, TC&C did not reduce delinquency. On the other hand, according to the teacher, TC&C may have prevented delinquent behavior, particularly among the eighth graders. The teacher reported that these students became acutely aware of how crime affects themselves, their families and the legal system. They learned about the financial, emotional and physical costs of crime.

The teacher reported that many times, the eighth grade students would stay after class to talk to the teacher about ways they were victimized, or crimes they witnessed. Specifically, they reported theft and substance abuse that they saw occurring.

Suggestions for Improving TC&C in Future Years

One suggestion for improvement made by the teacher was for more parental involvement with the program. Of particular interest would be an exploration of the parents' values on certain issues and how students would respond when they learned their parents' attitudes toward crime.

Another area for improvement would be to encourage the students to work with the local elementary students, introducing them in some way to TC&C.

The teacher also indicated that the community could be made more aware of TC&C through the use of the local newspaper. There is a section in the county paper that lists school activities. This section could easily be used to inform the community about TC&C-related student projects. Students, or the teacher, could also have written articles for the paper to inform the public of TC&C activities.

More "guests" is another area in which the teacher reported she would like to see the program improved. Although she brought in more speakers in the second year than in the first, she would still have liked speakers who were personally involved with issues such as drunk driving, victims of crimes, etc.

Post-prom drug-free parties is yet another suggestion for improving the program in the future. This could be an overnight party, supervised by parents, in which the students could play games, have prizes, etc.

Finally, this teacher thought that TC&C may have had a greater impact on the high school students if it were an elective rather than a mandated class. On the other hand, the teacher also acknowledged that many of the "rebellious" students may never have been exposed to this curriculum if it were an elective.

Results of Student Interviews

High School Students

Two Caucasian male high school students who were involved in TC&C this past semester participated in a group interview. These students reported that TC&C was "interesting," and that it was better than the "old program" which used handouts instead of a text book. Perhaps the students were referring to the "Health Skills for Life" curriculum mentioned previously.

These students described the high school TC&C class as "mixed," involving sophomores, juniors and seniors. The students commented that TC&C should be more for juniors and seniors than for sophomores. They reported that the sophomores in the class were not serious about the topics, "cracking jokes" and making it "hard for the teacher and everyone else."

The students believed that TC&C was a good way to learn. They thought that the text chapters "got to the point" and were "just long enough." They said they learned a lot from the course about crime statistics, acquaintance rape and theft. One student reported being surprised at not realizing how high the crime rate was.

They reported liking the topics of drunk driving, car theft and rape the best because they didn't know much about these topics before taking the course. They could not think of topics to add.

Both students agreed that TC&C improved their self-esteem. They said that the group discussions allowed them to talk about problems and the role plays helped them learn how to deal with their problems. They both agreed that they participated in TC&C more than they did in other classes.

These students remembered three speakers in their class:

- An area health nurse who spoke about AIDS and contraceptives.
- A parole officer, and
- A state trooper who was brought in for both classes on a day that the seniors were not required to attend school.

These students mentioned several projects completed by themselves and/or their classmates. They said they used the examples in the textbook to get ideas for these projects. Included were:

- Cleaning the ball diamond. One student indicated how surprised he was at how much trash was in the area, and how much work it took to clean it. He said because of this experience, he doesn't throw trash inappropriately any more.

- Painting trash cans and putting them in the city park, then picking up the trash.

- Painting a basketball rim and back board.

When asked for their opinions about the community projects, two comments were made. One student wished he had not procrastinated. Another comment was that the project counted for too much of the grade, that too much emphasis was placed on the project over classroom learning.

When asked about other projects they would like to see in the community, students suggested asking people in the community what they'd like done. For example, one student said he heard that there were many elderly people who talked about having flowers planted in their yards.

These students were asked what they thought were the biggest problems in the community. Their responses were:

- A lot of "welfare people,"
- "Druggies" -- adults and parents of some students, and
- Underage drinking.

The students commented that they believed many of the adults in the community thought drunk driving among teens was a problem and that there was a lot of peer pressure for young people to drink. However, they indicated that there is no such pressure among the youth. They said at every party, one of the first activities is designating a driver. Some students even give their car keys to someone else when they know they are going to drink. The student thought that a lot of adults didn't realize that the youth were handling the problem of drunk driving very maturely.

These students also indicated that drinking was a larger problem than drug use. They indicated that many youth have seen what drug use has done to their parents, and they don't like it.

The students said they have to "watch" the sophomores, in particular, as it related to drinking. They believed that the sophomores had more problems than other classes for two reasons:

- Many of them came from families with "split" parents, and

- In junior high school, students in this class were "first rate" athletes. Pressure was put on them to be state champions, which the students could not handle. Many turned to alcohol to relieve this pressure.

When asked for solutions to these community problems, the students suggested:

- Community presentations on drunk driving -- they had presentations in the past which appeared to stop the problem for a while.

- Talks about the problems by people with hands-on experiences, such as emergency room staff or flight nurses (nurses who go in helicopters to the scene of an accident).

When asked if TC&C taught them about crime prevention, students reported learning about prevention of rape by carrying keys "between their fingers," and not talking to strangers. They also learned about keeping the lights on at home to prevent burglary. When asked if they followed this advice, the students replied that the rape prevention tactics applied to female students, and that they already had been keeping lights on at home.

When asked if TC&C changed their attitudes about crime, these students said that in some ways it did, in others it did not. As mentioned previously, one student indicated that he no longer litters. They also believed that shoplifting in their class stopped somewhat around February of this year. They did not know if the reduction was due to TC&C or because of the "pressure" seniors put on the sophomores (who allegedly were doing the shoplifting) at the request of their coach.

In terms of other attitudes, the students were less positive about TC&C's impact. TC&C did not have an impact on their attitudes toward reporting crime, because "people get along with each other here, and don't want to turn people in." Rather, the students were content with the fact that people handle criminal behavior in their own ways. For example, they might spray poison on a field of marijuana.

Similarly, students spoke about shoplifting as more of a game than a necessity. They indicated that the students who shoplift are not economically disadvantaged. Rather, they play a game to see if they can "get away" with it, and who could "get the biggest total."

Students also reported they felt the Crime Watch program should be more of an "undercover operation." They indicated that having the crime watch vehicle labeled with a sign simply notified criminals when to be careful.

When asked if TC&C changed their feelings about the future, only one example was given -- one student learned to stay away from alcohol and drugs because he wanted to be a pilot. He learned that only one conviction would be enough to permanently make him ineligible for this career.

When asked if TC&C should continue to be offered at the school, both students responded "yes." They said that there were "a lot of things we didn't know before taking the course."

They particularly liked the format of the classes -- reading the chapter, then having a speaker or movie that would reinforce the book. They indicated, however, that introductory videotapes for each chapter would make the program even more effective.

Eighth Grade Students

Four eighth grade students, two males and two females, participated in a group interview. All were Caucasian; two were 13 and two were 14 years old.

When asked if TC&C was a good way to learn, all students responded "yes." They liked hearing from the law officer about drunk driving, and liked watching the videos. They said it was "nice" to have a book to refer to, rather than handouts from the "ring binder." They liked learning the explanations for crimes, alcohol, drugs, harm, etc.

Students reported remembering three speakers:

- A police officer talking about drunk driving,
- A women speaking about AIDS, and
- An undercover police officer who drove to the class in a corvette that was confiscated in a drug raid.

Students reported getting ideas for projects from the textbook. When asked what projects they participated in, these students remembered:

- Wanting to get plastic trash cans for the school yard which they wanted to chain to posts. However, they could not get donations to support this activity.

- Writing letters to three national victims' assistance organizations. Two organization representatives responded to their request for information. One student expressed disappointment at not hearing back from the organization he wrote to. The students were very excited about the phone call they received from NOVA.

When asked if they learned anything from the projects, one student indicated she was very impressed that the person from NOVA took the time to call them. She was also pleased that this organizational representative gave the students her phone number.

There was nothing the students didn't like about the projects.

When asked if they liked TC&C more, less or about the same as other classes, the students responded "school is school -- its all the same." They did not have a favorite topic, nor did they have any topics they didn't like. The only comment was that "the first chapter went slow," made by two students. They also commented that they would like to see a chapter on AIDS and other deadly diseases added to the course.

On the other hand, these students did feel that TC&C was different from other classes, because there were more activities. They reported participating in TC&C more than in other classes. Some students reported liking the "Your Turn" section, role playing, discussions, the "In Your Community" section, and looking at crime statistics.

At first, students indicated that TC&C did not get them interested in anything new. However, later in the discussion it was learned that one of the students in the group, and another student in the class, became motivated to select careers in law-related fields because of what they learned from the class.

When asked if TC&C taught them about how youth can be leaders in the community, all four students responded "yes." They said TC&C showed them that they could take the lead in showing the community the importance of reporting crime.

Students were asked what the biggest problem was in their community. Property crime and vandalism were the answers they gave. They said the community had just experienced a chain of robberies at the time it was discussed in class. They said vandalism was also common, including:

- Stealing pumpkins from the pumpkin patch and smashing them in Main Street,
- Building a bon fire in the middle of Main Street,
- Pulling up stop signs and the school's handicapped parking sign, and
- Running over stop signs with a car.

When asked what projects could solve these problems, students mentioned putting the signs up that were knocked down, and taking the signs off of Neighborhood Watch and doing it "more privately."

When asked if TC&C taught them about crime prevention, students said they learned:

- To leave the lights on when they're not home,
- To put keys through their fingers to fend off attackers, and
- Other techniques of self-defense such as keeping a whistle with their keys, holding their purses on the side not facing the street, and keeping their wallets in their front pockets rather than their purses or back pockets.

When asked if TC&C changed their attitudes about themselves or about crime, students indicated that they became aware of the "outrageous cost of crime." They learned about the "prices involved in keeping people in jail," and about the costs of shoplifting. They determined that when the costs of attorneys, court and insurance were added together, drunk driving costs about $2,000 per case. The students' reported that as a result of these lessons, the class became more positive about capital punishment. Their rationale was that someone should be killed for killing someone else, and that capital punishment was more cost-effective than paying for a life sentence in prison.

When asked if TC&C changed their feelings about their own futures, the only comment was that two students (mentioned above) became more interested in law-related careers. One student was motivated by hearing the police officer. This student is now reporting crime more often, has a police radio, and is working in the police station.

One student in the group said she had already wanted to be a law clerk, but that TC&C greatly reinforced this desire.

Results from the Principal's Interview

This was the first year of tenure for the Fox Valley Principal. As such, he was not very familiar with the history or contents of TC&C. However, he understood that the program worked well within the health curriculum, and expected to ask the replacement teacher to teach the program next year.

The principal indicated that he intentionally "stayed out" of the classroom during this course so as "not to stifle conversation."

The principal believed that the younger students reacted differently to the program than the older students. He reported that the older students tended to "laugh off" the program. They felt the course was "beneath them" and that they "didn't have to listen to this stuff." He indicated that they tended to not take seriously anything that had to do with being responsible for their community.

He reported, on the other hand, that the eighth graders were more impressionable and willing to do things. They were not as rebellious toward the teacher, and were in a "more cooperative mood." They accepted the program better than the high schoolers.

When asked what it takes to institutionalize TC&C in the school, the principal responded that the program is now part of the health curriculum. If the new teacher decides not to teach the curriculum, s/he must first discuss the reasons with the principal. If the program were to be dropped, he believed that the school superintendent would have to approve the removal of the program.

Institutionalization of TC&C within the school district was not a relevant question at Fox Valley. The school district has only one elementary and one high school.

When asked what it would take to institutionalize TC&C throughout the state, the principal responded that TC&C would have to be "sold" to someone in the state Department of Education. Recently the Department had issued several mandatory curricula including health, human growth and development, and multi-cultural non-sexist education. The principal believed that the health curriculum was a good place for TC&C to be infused, although it conceivably could also be included in language arts or history. TC&C would also fit into home economics, where the emphasis is now on career, vocational education and family life. After some thought, the principal indicated that the second semester health curriculum fit TC&C the best, because of its emphasis on drugs, alcohol and substance abuse.

When asked if any other teacher, besides the new health teacher, would be teaching TC&C next year, the principal responded "probably not." He indicated that the teachers had many other topics they must cover in their courses, and simply did not have time to devote to this program.

When asked if support from the administration was essential for keeping the program next year, the principal responded "yes." The principal must approve any changes that substantially diverge from the current curriculum. Also, principals can be influential in encouraging teachers to use the program or mandating it as part of the curriculum.

When asked what it takes for TC&C to be successful, the response was an "energetic, enthusiastic teacher." If the teacher doesn't feel the program is important, it will not be taught well. The teacher must be "sold" on the curriculum.

Results from the Interview with the School District Superintendent

The current Fox Valley School Superintendent was the school principal last year. He indicated that he initially gave the teacher information about TC&C and supported her attendance at the conferences. He reported liking the TC&C curriculum, and that the contents were very relevant for today's students.

The superintendent believed that TC&C could be used even with younger students -- sixth or seventh graders. He felt that the topics are "what the students need to know." He will encourage the new teacher to use TC&C because it is relevant, it deals with laws, and it encourages involvement with the community.

When asked what the biggest problem was with teens in the community, the superintendent replied "underage drinking." He said he heard that the teenagers were becoming more responsible about designating drivers when drinking is involved.

When asked about the role of the administration in institutionalizing TC&C in the school district, the superintendent replied that his role was limited. Although he sent the teacher to the inservice workshop and paid her expenses, it is the teacher who ultimately decides whether to use TC&C in the class. In this case, there was a primary text that was mandated, by the school district, to be used in the curriculum -- Health Skills for Life. Beyond this, it is the principal's and teacher's decision to select enhancement curriculum, as long as it was within the scope of the topics mandated by the state. The superintendent viewed his role as a "devil's advocate," ensuring that whatever program was being used fits into the curriculum. To this end, the superintendent believed that TC&C would also fit within the social studies and sociology curricula.

When asked about institutionalization at the state level, the superintendent indicated that a mandate to use the program would have to come from the state. He indicated that the state Department of Education is not anxious to mandate curricula because there is a political trend to empower school districts to make these decisions at the local level. Also, there have recently been several mandated curriculum and the Department "can't keep up with them."

When asked what it takes for TC&C to be successful, the superintendent indicated that the teacher is the key player. If a teacher is bad, the best program will not be good. The teacher must create the interest, and be realistic in presenting the program to the class.

In addition to the quality of the teacher, the match between the teacher and students was another critical element of the success of this program. This superintendent believed that part of the problem the teacher had with the high school students was because her teaching style fit better with younger students. She was more able to relate and motivate the eighth graders and may have been less effective in communicating with high schoolers. Her style may have been perceived as "too elementary" by some of the high school students.

Comments from the Deputy Sheriff

Unfortunately, for a variety of reasons none of the resource people were able to meet with the evaluator. However, the County Sheriff sent a deputy sheriff to talk about the support that the County Sheriff's Department has for crime prevention programs for youth. Therefore, comments were obtained from the deputy sheriff about perceptions of teen crimes, and the role the department could play in institutionalizing TC&C.

When asked what are the most common teenage crimes in the county, the sheriff responded theft, burglary and underage possession of alcohol. Although in the past five years four teenagers were killed while driving under the influence, the deputy indicated that over the past ten years, teenage drunk driving has declined. He has found that usually in a group of intoxicated teens, there is one

who has not been drinking. He also indicated, however, that theft and burglary by teens were usually done while the person was under the influence of drugs or alcohol.

When asked about the role of the sheriff in working with the schools, the deputy indicated that the sheriff's department has been supportive of programs in schools for the past ten years. The Department is interested in becoming involved with students because "they will be running the community in the next few years." He is certain that if asked, the Sheriff will accommodate any request for involvement with students.

Currently, the Sheriff's Department is very involved with community activities concerning youth. One deputy is on the county child abuse prevention council, one is on the emergency medical service council, and three (one each) are on the drug free school committees at each of the three school districts in the county. Through these drug free school committees, the Sheriff is trying to develop youth committees in each school district to plan drug free activities and decide how to raise funds to support them.

In the past, the department has sponsored a drug-free dance within each school district. They had also considered implementing D.A.R.E., but it was cost-prohibitive.

Summary & Conclusions

TC&C appears to be successfully implemented in this site. Implementation met virtually all elements considered necessary to be effective by NCPC and NICEL.

There are various reasons why TC&C appeared to be more effective with eighth graders than with high school seniors. Problems with some of the senior high schoolers could have been due to:

- Unique characteristics of this group, since the teacher did not report problems with last year's high schoolers,
- Age range of youth -- the program may be too elementary for high schoolers, and/or
- The mismatch between the style of the teacher and the expectations of this particular class of youth.

It is likely that the program will be continued at least one more year. It has the support of principal and superintendent for continuation beyond the next year. More long term continuation will be dependent upon the new teacher's opinions of this program. It may promote continuation if next year's teacher is contacted by a TC&C representative -- either from the national headquarters or the state liaison. If the new teacher could be linked into the existing TC&C support network in Iowa, it may improve the chances for the institutionalization of the program at the school.

Statewide institutionalization does not appear imminent. Since the Department of Education is currently focusing on school district empowerment, statewide institutionalization is more probable through teacher networking than through a statewide mandate of curriculum implementation.

TC&C appears to have increased Fox Valley students' knowledge about crime and crime prevention. It appears to have increased eighth graders' support for capital punishment. It does not appear to have had an impact on attitudes of high schoolers.

SIGOURNEY HIGH SCHOOL - SIGOURNEY, IOWA

History and Description of TC&C Implementation at the School

Sigourney High School is one of five local high schools within Keokuk County in southeastern Iowa. It is the only high school in the county in which TC&C is being taught. TC&C is infused into the Sociology class at the school. Sociology is an elective course lasting one semester (two quarters).

The teacher learned about TC&C at a meeting of the Iowa Council of Social Studies, where Drake University had an informational booth. After becoming interested in the program, the teacher applied for and received a small grant to help program implementation for the first year. The grant included a small stipend and free text books.

During both years, TC&C implementation in Sigourney was supported by NCPC through the stipend and free textbooks. The local community has provided the other resources related to program implementation.

TC&C has been used in the Sociology class for the past two years. In addition to teaching TC&C, the teacher is also involved in teacher training on outcomes-based education and makes presentations at a variety of conferences. To date, this teacher has included presentations about TC&C at:

- The Association for Supervision and Curriculum Developers meeting in Ames,
- The presentation of the "Teacher of the Year" award which this teacher received from the Iowa Council for Social Studies,
- Classes taught through Morningside College, Marycrest College and Drake University,
- A conference of social studies educators in Cardinal-Eldon, and
- A presentation to the Southern AEA in Ottomwa.

The teacher reported that TC&C is integrated into his presentations under a variety of topics, including outcomes-based education, innovative methods of meeting state education standards, innovations in social studies, and a model for quality education.

All chapters of TC&C are integrated into this course. According to the teacher, approximately three days are spent on each chapter of the text. The teacher refers to himself as a "lead learner," rather than instructor. Within this framework, the students, themselves, are responsible for teaching each other the concepts included in the program. Students are organized into small groups, and each group is assigned one chapter of the text. It is each group's responsibility to teach the concepts of the text and to complete a topic-related project. The teacher reported that five components of the text were used as the bases of this student-teaching modality: Your Turn, In Your Community, Looking Back, Use Your Experience, and Youth Projects. It was each group's responsibility to select one of each of these five, or one of their own choosing to lead the discussion of the chapter.

TC&C at Sigourney High School incorporates the following elements believed to be essential components of program success:

- A total of 33 sessions per course,
- The use of field trips, videos, resource speakers and role plays,
- Peer interaction through class discussions, student teaching and group projects,
- The use of a variety of resource people,
- Student involvement in youth-led projects,
- A fairly strong (70%) focus on crime and its prevention rather than on the criminal justice system,
- Maximum application of the concepts to students' real life experiences,
- A strong emphasis on student responsibility for the community,
- Teacher involvement in TC&C related conferences, and
- Strong support from the administration for TC&C.

The TC&C curriculum implemented at Sigourney High School is truly a community-wide effort. In this rural community, the teacher was able to use 38 different resource people in various capacities within the program. The implementation of TC&C in this community is unique in that the resource people are involved with the program in many ways, expanding well beyond the more usual use of resource people as guest speakers in the classroom.

Many of the 38 resource people used during the last semester were involved in planning and/or implementing the teen action projects. The teacher first contacts the resources people to secure their cooperation and help them understand their role in the program. Then, he gives the resource names to the students who contact them for information or assistance related to the completion of their projects. In some cases, the resource people are brought to the class as guest speakers. In other cases, they work after school with a small group of students, helping them prepare for their presentations. Resource people have included:

- Sigourney school nurse,
- Sigourney police officers,
- Teen sexual abuse victim,
- Juvenile court officers,
- Homeless shelter attorney,
- Battered women shelter staff,
- Sigourney high school principal,
- County road crew member,
- Youth center staff,
- Prison drug rehabilitation staff,
- Family recovery center counselor,
- Insurance agents,
- County sheriff,
- Juvenile attorney,
- Youth shelter counselor,
- Youth shelter staff,
- College criminal justice staff,
- Sigourney high school janitor,
- Human Service Department staff,
- County magistrate,
- State highway patrolman,
- Recovering alcoholics/addicts,

- Wal Mart security manager,
- Pharmacist, and
- University of Iowa Poison Center staff.

During the course, the students planned fifteen different teen action projects. While several of these projects were not developed due to lack of funds, many were developed because they did not cost money or because the group was able to generate resources for their development.

The following projects that needed funding were planned by this year's TC&C class. Only some were implemented because of cost constraints:

- Drinking and driving/athletic schedule book cover (approximate cost = $560),
- Users are losers pencils with a student-designed TC&C logo (implemented - approximate cost = $185),
- Vinyl body victim assistance cards for domestic violence and illegal drug use (approximate cost = $784),
- Myth vs. fact alcohol posters (approximate cost = $478),
- Cling-type anti-vandalism door stickers for stores and offices (approximate cost = $210),
- Pride and respect in school and community rulers (approximate cost = $1,100), and
- "Say yes, say no" music schedule placemat for local restaurants (approximate cost =$810),

The following no-cost projects were planned and implemented by this year's TC&C students:

- Video on "poison at a party,"
- Script about a judicial child abuse hearing,
- Video on the theft of a CD from a car,
- Writing seven articles for the local paper on crime and crime prevention,
- Student presentation to the local Lions Club,
- Video on shoplifting (the drug store owner so liked the video that he donated money to the students for future projects),
- Student "shadowing" of a police officer for two hours, and
- Helping the TC&C teacher put together a statewide TC&C newsletter.

It is the teacher's intention to use some of these materials as a method of educating younger children about crime and crime prevention. Next year, the teacher expects that some of the TC&C graduates

may go to the local elementary school with the school guidance counselor to show one or more of the videos and/or to talk about crime and crime prevention.

Site Visit Data Collection

One day was spent in Sigourney, at the law offices of one of the resource people. A schedule was developed by the teacher that allowed the evaluator to have short interviews with:

- the Curriculum Developer (CD) responsible for supervising the teacher,
- five students, and
- nine resource people.

During the course of the day, extensive discussions were also held with the TC&C teacher.

Teacher's Opinions of TC&C

According to the teacher, TC&C fits well into the second quarter social studies course. In the first quarter, the course content focuses on understanding society. The second semester addresses the question of "What happens when society doesn't work?" TC&C's focus on crime and crime prevention allows the teacher to focus, in depth, on the answers to this question.

According to the teacher, TC&C fits well into the second semester Sociology program at the school. Each quarter, the enrollment in TC&C increases. Next year, an internship program has been recommended in order to enhance the program further, and provide an opportunity for students who have already enrolled in the class. The teacher indicated that already, two students have indicated an interest in the internship.

The teacher believes that TC&C has increased students' goals and expectations about their futures primarily through the presentations they made to outside groups. Two students presented information about their program in Washington, D.C. Others have made a presentation at the Lions Club, Kiwanis Club, and Drake University.

According to the teacher, parents are not currently involved in TC&C. Next year, he expects some parents to become involved in the teen action projects. They can play several roles, including victims of crime or parents whose jobs involve the criminal justice system.

Institutionalization

The teacher has been able to institutionalize TC&C into both the school and the community. Within the school, the teacher has been able to use the Drug-Free Schools and Communities Program to secure $4,000 from the state to support teen action projects. Some of these funds will be used to support student travel around the state to talk about TC&C and their projects.

The teacher is also planning a school-wide conflict management program with Grinnell University, and has placed publications related to LRE, including the TC&C newsletter, in the resource center of the school library.

According to the teacher, TC&C has an excellent chance of becoming institutionalized statewide because of the Department of Education's current emphasis on developing state standards for

education. The teacher believes that the state is likely to mandate law-related education (LRE) in the schools in the near future, and TC&C already has a "head start" as the law related education curriculum in the state.

The support of Drake University is also thought to be a resource that will aid the institutionalization of TC&C. The university has already worked with a local AEA to develop a K-12 LRE curriculum containing most of the elements of TC&C. The university has received about 300 applications from schools for grants to implement this curriculum. As another indicator of institutionalization, Sigourney is cooperating with Drake University to obtain a grant for a K-12 LRE curriculum. Pat Larson of Drake is helping with this project.

Another support for statewide institutionalization is a TC&C newsletter to be distributed to teachers across the state, as well as electronically through compu-serve.

Sigourney High School is unique in its attempt to institutionalize TC&C into community-wide activities. TC&C is integrated into several community-based, project-oriented, alternative-assessed programs being used to prepare for the 150th anniversary of Sigourney in 1994. The TC&C teacher is integrating TC&C with:

- TC&C in Sociology,
- War Veteran Biographies for the Veterans Affairs Office in U.S. History,
- Oral Histories for the Keokuk County Historical Society,
- Building Biographies for the Historic Preservation Commission to acquire an NRHP grant in U.S. History, and
- A display, catalogue and packet on an archeology find of Native American artifacts for Keokuk County in Anthropology.

What It Takes for TC&C to Be Successful

When asked what it takes for TC&C to be successful, the teacher replied that if the curriculum is taught as outcome-based education, it will be successful. This involves alternative assessments of learning, making expectations clear, using many different teaching strategies, and optimizing student involvement in activities leading to 100% participation in the class.

According to the teacher, success also depends on maximizing the students' role in decision-making and involving students with adults in the community.

Impact of TC&C on Students

When asked if TC&C reduces the immediate risk of crime, the teacher's response was that "it is too early to say." He indicated that some community members said vandalism and under-age possession of alcohol has been reduced, but it may be unrealistic to expect a one-quarter course to have a major impact on crime reduction.

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On the other hand, the teacher definitely believed that TC&C increased students' knowledge about teen victimization and crime prevention. Projects, papers and resource people were all involved in increasing students' knowledge. Also, the outcome-based educational strategy guarantees student learning.

When asked if TC&C increased students' commitment to legitimate social norms, the teacher responded "yes." He believes that the athletic calendar with a "just say no" inside flap helped sensitize students to the need for compliance with legitimate social norms.

When asked if TC&C enhanced student's attachment to adults, particularly authority figures, again the teacher responded "yes." The major reason for increased attachment was the cooperative nature of the learning process, where students had to work with adults in the completion of their projects.

The teacher also indicated that TC&C promoted positive labeling in the class and provided opportunities for successful interaction of problem youth with mainstream classmates. This year, there were two students from Delta, the fourth poorest town in Iowa. These students, referred to as "Toids," were on welfare and exhibited problem behaviors. These students were asked by the school counselor to take TC&C. The teacher reported that they interacted well with the other students.

The teacher also believed that TC&C reduced teen delinquency. He reported two cases of chronic delinquents who stopped their offenses after participating in TC&C.

Results of Student Interviews

A total of five students were interviewed. Four were male, one was female. All were Caucasian.

All of the students spoke very highly of TC&C and its instructor. Students reported liking many things about the program, and said it was a good way to learn. Students reported liking:

- the teaching style of the instructor,
- the panel presentation by crime victims,
- other presentations by crime victims,
- different activities and trips,
- the Wal Mart representative who presented statistics about shoplifting,
- riding with the police,
- the mock child abuse hearing,
- the visit to a prison and talking to inmates,
- working in groups,
- the opportunity to teach other students, and
- the Sociologist from Ottomwa who spoke about teens in his program and what teens can do to prevent crime.

Some students especially liked the fact that TC&C "gets kids involved." In the course, the students were responsible for finding information, and had to teach their classmates.

Text and Topics

Other students said that TC&C changed the way they think about their actions. They made comments such as:

- "it made me think twice before doing something," and
- "it made me think 'this could be me someday'."

When asked about the text, there was general consensus that the text was easy to follow. Other things students liked about the text were:

- the activities section, and
- that it made the class easier.

Some students indicated that the text may be a little too long, and that the suggested activities should related more to "real life." Another said that the text is "a little elementary" for high school.

When asked what topics should be added to TC&C, more information on child abuse and rape was the only suggestion.

Impact of TC&C

When asked if TC&C changed their expectations about their futures, some students indicated that TC&C increased their interest in criminal justice careers. For one student, TC&C confirmed an interest in the criminal justice system, in working with younger children and helping others. Another said TC&C peaked his/her interest in criminal justice as a potential career track. Two other students said that they, and another recent graduate, became interested in pursuing careers as police officers.

When asked if TC&C made them feel better about themselves, the students responded "yes." One student said that it was satisfying to be teaching and helping others, and that TC&C gave them empathy for victims. Another indicated that s/he learned what to do if s/he sees a crime, how to take action and how to help someone else.

Two students said that there were several classmates who "used to get into trouble" before taking TC&C. The course "wizened up" a lot of students by riding with the police and "seeing how they think." These students also reported that they did not like law enforcement prior to the class because they felt that the police were "picking on them." Through TC&C, they learned that the police "have to pick on you." Now, some of these students go to the police gym and "lift weights with cops" in the evenings.

Students reported that TC&C did change their attitudes. One said it "opened their eyes" about the consequences of crime, and made them feel sorry for victims. Another student mentioned being particularly impressed by how much shoplifting raises prices.

One said that s/he now feels that s/he can play a role in the community. Another said that s/he was motivated by the presentation they made to 60 or 75 people at Drake University, including police department staff and the Iowa Corrections Department.

One student reported that s/he didn't realize that shoplifting and child abuse occurred so frequently in the community. One said that his/her attitude was changed by having to work as a team and rely on others to get the work accomplished.

One student's comment about TC&C and attitude change succinctly stated the relationship -- "if you learn all that stuff, its got to change your attitude!"

When asked if TC&C reduced crime in the community, one student reported "not now." But, this student felt that TC&C could reduce crime if more adults and students became involved in community projects.

When asked about the teen action projects, students indicated that the projects taught them responsibility. They had to type questions for the guest speakers and to get all materials ready.

It is interesting to note that several students indicated that they plan to continue involvement with the teen action projects beyond the class. One will work on a volunteer basis next year. Another is still working on the project during the summer and wants to get other youth from the community involved.

When asked what they learned from TC&C, the responses were:

- how not to be a victim,
- don't get into a position to be involved in a crime (especially rape and shoplifting),
- report child abuse,
- victims' rights,
- local crimes,
- awareness about what police do,
- the difference between child abuse hearings and other trials,
- about drunk driving, assault, child abuse, sexual abuse and shoplifting,
- how to mark school property to prevent theft, and
- awareness that there is $50,000 worth of sign vandalism in the county each year.

Problems in the Community and Solutions

When asked what the biggest problems were in the community, students mentioned alcohol, vandalism, and acquaintance rape. Underage drinking and the relationship between drinking and vandalism were specifically mentioned. The students reported that they did a student survey and found that 83% of the high school students said that they had drunk or currently drink alcohol.

When asked what can be done to solve these problems, students gave several suggestions:

- Concerning alcohol, one student felt that it is too late to work with high schoolers. To solve the problem, actions would have to be taken with elementary students. Role modeling of appropriate behaviors and peer pressure were mentioned as potential solutions to the alcohol problem.

  Other students indicated that speakers about drinking and driving may help to solve the problem. Another suggested stiffer fines for possessing alcohol.

- Concerning vandalism, a student said to report it and offer rewards for reporters.
- Concerning rape, a student said to have peer counselors that victims can confide in.

What it Takes for TC&C to be Successful

When asked what it takes for TC&C to be successful, the teaching methodology was the most frequent response. TC&C lets students get involved and allows them to experience the consequences of their involvement. TC&C affords youth the opportunity to feel part of their community and to feel like they can make a difference. TC&C teaches students about things relevant to their lives. things students want to learn.

Students also reported that they know TC&C is successful because more people are taking the course. They reported that many students want to take the course next year. They also see the success of TC&C by the community's involvement in the program.

When asked how TC&C could be improved, one student mentioned that it should be a mandatory course at the school. Another said that the course could be longer, that students needed more time to complete projects and that some topics were "cut short" because of lack of time. Still another student said that TC&C was "too organized," that it would have been more fun if it had a more informal structure.

Results from the Interview with the Curriculum Developer

The CD of Sigourney High School, the immediate supervisor of the TC&C teacher, was interviewed about his opinions of TC&C. He has been the CD at the school for the past two years.

According to this director, the decision to implement TC&C was jointly made by himself and the instructor. Both had read the text and believed that TC&C would be a great program for the school for two reasons: (1) it involved cooperation with the community, and (2) it dove-tailed with the Drug Free Schools and Communities program.

Unlike the typical committee-based procedures for selecting textbooks, the TC&C text was approved by the administration for use in the Sociology class because of the trust the administration had in the CD. The administration supported the concepts covered in the program, and was well-informed by the CD about the program.

Currently, the CD's role is a consultant to the instructor concerning sources of funding for program activities. and as a liaison between the instructor and the administrators concerning program implementation.

It should be noted that this CD is leaving Sigourney High School. However, the new CD has been identified. knows the TC&C instructor and supports the program.

The majority of the questions asked of the CD focused on elements of success and institutionalization.

With regard to what makes TC&C successful, several elements of the program were cited:

- The teacher -- tremendous organizer, innovative, "fantastic," non-traditional, and willing to spend considerable time on the program;
- The book and material are "outstanding;"
- The support from Judy Zimmer at NICEL; and
- The fact that TC&C fits well within the current educational philosophy of the state -- outcome-based education, alternative assessments and community involvement.

With regard to institutionalization, several things were mentioned indicating that TC&C will continue to become institutionalized in the state. First, the CD expects to take TC&C with him to his new position in Fairfield, Iowa. He has already spoken to the principal and expects to integrate the program into the fifth grade, where he will be the guidance counselor.

Second, the integration of TC&C with the Drug Free funding indicates that it has broadened beyond a school curriculum. The CD reported that $4,000 of the $5,500 that the school received for school-community projects went to TC&C. The State is expecting to show case this TC&C class as a successful "drug-free" idea. In fact, the CD believes that the drug free initiative should be changed to a TC&C initiative because it:

- is a less negative perspective,
- is a more interesting title,
- could do much more than focus on drugs, and
- is more focused on self-concept than traditional drug education programs.

Third, the CD indicated that making the community positive is a priority in Sigourney. He reported that not long ago the community was negative, non-cooperative and not working together. Because of the instructor's work with the community and the state's recognition of his teaching abilities, the community was able to pass a $2 million millage for the construction of a new school. Other school-community projects, such as TC&C, have also contributed to changing the community's image of itself.

The CD suggested that statewide institionalization of TC&C could be further enhanced by getting the instructor "out on a speaking circuit." For example, the AEA curriculum workshop includes representatives from 26 different schools. TC&C can be highlighted at this workshop.

Another piece of evidence of institutionalization is the fact that the school is considering adapting components of TC&C for the sixth grade, through the guidance counselor.

Comments from the Resource People

The nine different resource people were interviewed individually, each spending approximately 15 minutes with the evaluator. During this short time period, the interviews focused on the role the resource person played in TC&C, and their opinions about the program.

The nine resource people played the following roles in TC&C:

- An attorney who was also involved in the local Kiwanis Club that is considering providing financial support for the program. Two students made a presentation to the Kiwanis Club about the program, and listed several projects for which they need funding. Currently, the Club is considering which project(s) to support and what fund-raising events they could hold to raise money in support of the student projects.

- A marketing consultant who helped students create a vision for advertising TC&C to the community. The consultant helped students decide on a project, showed them items that were available, taught them problem solving, demonstrated the impact of graphics and color on the message they are sending, and brought students to her business.

- A community developer who was a resource to the instructor for ideas concerning community-student involvement in the homecoming, who told students about the history of the community center building, and helped them find resources for their projects.

- The President of the local Lions Club who indicated that students spoke at a Lions meeting about TC&C. The instructor also met with the Club suggesting that the Lions donate $500 per year for a college/training scholarship to support students likely to continue working and living in the community. The student selected each year would be one who has a demonstrated track record of service to the community.

- The county sheriff who gave students rides in the sheriff's car and helped students mark school property with identification numbers. The sheriff indicated that students now come to lift weights and box with the officers, which started after their involvement with TC&C.

- A court magistrate who talked to the students about crime, showed them court procedures, discussed penalties, and helped some students with the script on a child abuse hearing.

- A police officer who implemented a "ride-along" program for youth, and spoke to the class about local crime, drunk driving and being a good witness.

- A social worker with the Department of Social Services who advised two students in the development of the script about a child abuse hearing.

- A micro-media services consultant who helped two students design a TC&C logo, showed them desktop publishing, provided microcomputer training, and produced the artwork for a poster, ruler, placemat, contact card, book cover and pencil.

According to the resource people, TC&C is successful in Sigourney because:

- There is an instructor who:
  - is motivated,
  - is productive,
  - sincerely believes in the program,
  - can motivate students,
  - puts "heart and soul" into the program,
  - spends a tremendous amount of personal time and extra effort,
  - can network with community members,
  - views the program as a help to the community,
  - is "kid minded," and
  - is willing to be a mentor to youth;
- It is relevant to youth -- students see that they will get something out of it;
- It involves speakers, field trips, facts, and projects;
- It teaches students to think;
- It shows students both the victim and perpetrator side of crime and how they can prevent victimization;
- It involves non-linear problem solving -- students are learning to think through and analyze problems, analyze community needs, and creatively solve problems;
- Students are taking an ownership in their community, as evidenced by students talking about projects they want to do next year, and students volunteering to help with community projects outside of the course requirements;
- The program extends beyond the classroom where students become aware that life is not just in school and they come to feel connected to the community;
- It involves cooperation among students, the teacher and law enforcement;
- It teaches students that police can be trusted and gives them an understanding of the police roles in the community;
- There is a receptive educational system that wants the community in the schools, is flexible, and open to dialogue among the administration, students and the community;
- Financial support has been available to fund some of the projects;
- It works with law enforcement to support an image of law enforcement that is more than punitive; and
- The students take the lead, and learn from each other.

The resource people believe that TC&C teaches students:

- the positive elements of their community,
- that they can use positive ideas,
- that youth can help in the system, and
- that students have ideas that can benefit the community.

The resource people also indicated that they also get something from the program. Businesses and students are working together, which is expected to result in a reduction of vandalism. The resource people reported that business owners are becoming less fearful of students.

The sheriff reported that vandalism has been reduced in the park and city square. Even school initiation activities, such as graduation pranks, are less damaging than in the past. He believed TC&C was responsible for this crime reduction because it broke down barriers between the students and the police through the sheriff's appearance at the school, students visiting the sheriff's office, and the program content.

The sheriff believed that students are becoming more attached to authority figures. They now know the consequences of problem behaviors. They now understand that the sheriff also has rules he must follow, such as notifying the parent if a youth is found drunk.

On the other hand, the sheriff reported that the police are now understanding some of the problems in the students' lives and are volunteering to spend more time with them.

Finally, the resource people mentioned several ways they would like to see TC&C improved, including:

- Expand county-wide and/or communities networking together through TC&C,
- Expand the program to be school-wide,
- Use TC&C as a method of resolving feuds between local schools.
- Have graduates come back to the community to talk to students,
- Have students observe the dispatch office and the sheriff dealing with irate people.
- More activities to help the elderly,
- Give resource people questions they will be asked prior to the presentations,
- Give resource people copies of the workbook that deals with the topic they are involve in,
- Provide more information to resource people about the course and its objectives, and
- Share the final products with the resource people involved in their development.

Summary & Conclusions

TC&C in Sigourney is a model of how the school and community can work together to implement the program. It is exceptional in its integration of a variety of resource people into various components of the program. It excels in its use of students as teachers and as independent learners. The teacher, students, administrator and resource people all appeared to be 100% behind the program and its expansion. Sigourney provides a showcase for demonstrating what TC&C can do for a community.

One potential limitation of TC&C and Sigourney is its reliance on the skills, motivation, contacts and energy of an exceptional teacher. The extent to which this model can be replicated in other communities is likely to depend on the presence of another teacher willing to take on the enormous tasks involved with making TC&C work.

Because of the teacher's commitment, the involvement of Drake University, the school and community's support and the Department of Education's respect for the instructor, TC&C is likely to continue in Sigourney and to expand beyond the county. It is possible that TC&C could become a mandated curriculum within the state over the next few years. This program bears watching and support from NCPC.

RESULTS FROM THE STUDY OF TEN IOWA SCHOOLS

A total of 10 Iowa schools were involved in the impact study. All ten TC&C teachers participated in the telephone survey. A total of 244 TC&C students and 217 control students completed the pretest questionnaire. A total of 177 TC&C students and 169 control students completed the posttest questionnaire. Pretests and posttests could be matched for 170 of the TC&C students (70%) and 157 (72%) of the control students.

Results from the Teachers Survey

All of the ten teachers reported intensive use of the TC&C curriculum. Teachers reported spending between 16 and 90 classroom sessions on the program, with an average of 42 sessions.

Table 1 shows the range and average number of sessions teachers reported spending on each TC&C topic. As the table shows, the teachers spent about three class sessions on most of the topics. They appeared to focus on the issues of teens and crime, crime prevention and the criminal and juvenile justice system, as evidenced by the average number of sessions being closer to 4 for each of these topics.

TABLE 1

TOPIC	MIN	MAX	AVG
OVERVIEW OF CRIME & CRIME PREVENTION	1	10	3.6
TEENS AND CRIME	1	10	3.9
VIOLENT CRIME	1	5	3.4
CHILD ABUSE	1	4	2.9
ACQUAINTANCE RAPE	1	4	2.9
SUBSTANCE ABUSE	1	5	3.1
DRUNK DRIVING	1	5	3.2
PROPERTY CRIME & VANDALISM	1	4	3.0
SHOPLIFTING	1	4	2.9
CRIMINAL & JUVENILE JUSTICE	1	7	3.8
CONFLICT MANAGEMENT	1	5	3.0

Teachers appear to focus on both crime prevention and on the criminal justice system when teaching TC&C, with slightly more time spent on issues of crime prevention. The teachers reported spending between 35% and 70% of the class focusing on crime prevention, with an average of 57%. Teachers reported spending between 30% and 65% of the class time on the criminal justice system, with an average of 43%.

TC&C is most frequently infused into another class, typically sociology (mentioned 4 times), government (mentioned twice) or health (mentioned twice). Only one teacher said that TC&C is a separate class. Guidance, economics and eighth grade orientation were each mentioned by one teacher as a class into which TC&C was infused.

On the other hand, when asked what class TC&C *should* be infused into, sociology/social studies was most frequently mentioned. Eight teachers mentioned sociology/social studies as an appropriate class for including TC&C. Government was mentioned by 4 teachers. Health was mentioned by 3 teachers. Other courses mentioned as appropriate for including TC&C were: law, psychology, modern world problems and American issues.

It is interesting to note that only three teachers said that they have specific, measurable goals for implementing TC&C. One teacher said that the 7 goals listed in the introduction to the text book were the goals used in the course. One said that the goal was "understanding of crime and its prevention." The third said that the learning goals were related to improvements on tests and assessments.

Most of the teachers appear to have used a variety of techniques in implementing TC&C. Table 2 shows the number of teachers who reported using each of these pedagogical tools. As the table indicates, the ten teachers used a variety of educational techniques in the implementation of TC&C. As would be expected, class discussions and lectures were used most frequently, as they are easy to implement.

It is interesting to note that group projects were used by more teachers than role plays. Field trips were least frequently used.

TABLE 2

EDUCATIONAL TECHNIQUE	# USING TECHNIQUE
CLASS DISCUSSIONS	10
ROLE PLAYS	8
MOVIES	7
GROUP PROJECTS	9
LECTURES	9
FIELD TRIPS	5
OTHER	4

Teachers reported using between 1 and 18 different resource people in their implementation of the curriculum. On the average, teachers used about 6 different resource people.

Only three teachers indicated that they had difficulties arranging for resource people to come to the school. Four reported that the students arranged to bring in resource people.

Nine of the teachers indicated that they did some type of teen action project. Six teachers said that they did projects in the schools. Four said they did cross-school projects: and 5 said they did

projects in the communities. Seven teachers indicated that they did more than one project, and three teachers did projects that involved more than one setting (ie. school, cross-school or community). Teachers reported spending between 2 and 440 hours doing teen action projects. Five teachers spent 10 hours or less on the projects; 3 spent between 48 and 60 hours, and one reported spending 440 hours on projects.

Five teachers said they spent more time on teen action projects this year, compared with last year. Three teachers said they did not do teen projects last year, and one each said they spent the same or less time on the projects.

Projects mentioned by teachers included:

- presentations to younger students on crime prevention or acquaintance rape, along with posters,
- skits, puppet show and rap presented to 4th graders,
- keeping a police log on local crimes,
- Garbage pick up at the school,
- Mock trials on sexual harassment and an infant dying due to drug use of the pregnant mother,
- the fifteen projects mentioned previously in the Sigourney site visit report,
- projects mentioned previously as being completed in Milton,
- videos on date rape and AIDS,
- a display case in school on acquaintance rape,
- an anti-crime coloring book for first graders,
- helping residents of a nursing home,
- developing a shoplifting questionnaire and interviewing people, and
- crime prevention skits at an elementary school.

Figure 1 describes teachers' perceptions of the extent to which they focused on several of the characteristics thought to be important to proper implementation of TC&C.

As the figure illustrates, the teachers reported strongly focusing on peer interaction, and relating prevention to students' lives. They focused slightly less on students' responsibility to the community.

Teachers gave examples of how they focused on real life experiences and students' responsibility for the community. For most of the teachers, class discussions were the mechanisms for relating issues

to students' real life experiences. Many of the teachers said that they discussed articles in the local papers related to crime, or discussed issues around crimes that were perpetrated by students. The discussions appeared to involved consequences of criminal involvement, responsibilities of reporting crime, reasons for criminal behaviors, and how to prevent crime.

Other techniques mentioned by one teacher each were having victims share their stories and feelings with the class, students relating an experience to their own lives, and surveying the security measures in the school grounds.

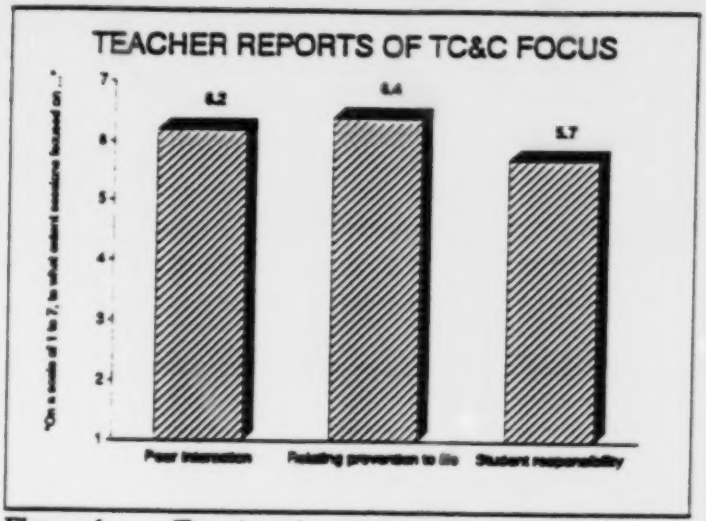

Figure 1: Teachers' perceptions of TC&C implementation

When asked for examples of how they emphasized students' responsibility for the community, 6 teachers mentioned a project, and 4 said through class discussion. Projects included a presentation made to the City Council, picking up trash around the school, and presentations to local civic groups.

Teacher Training in TC&C

One characteristic of proper implementation of TC&C is that the teachers receive proper training. Teachers reported receiving between 5 and 24 hours of training, with an average of 12 hours. All ten teachers in this survey reported having attended training in how to implement TC&C. Nine of the teachers mentioned being trained by Drake University. Two teachers mentioned training they received from NCPC.

Role of the Administration

Seven teachers said that the school administration helped them to implement TC&C. When asked how the administration helped, most of the responses indicated that the help was more of support than actual involvement with the program. Administrators support TC&C by giving permission for teachers to attend workshops, agreeing to let students leave the school for their projects, and simply telling the teacher "if you need anything just let us know."

Teachers' Perceptions of TC&C's Impact

Teachers were asked to share anecdotes that illustrated any attitude changes they noticed in their students as a result of their involvement with TC&C. The anecdotes are listed in the appendix of this report. Analysis of the stories indicates that teachers most frequently indicated that TC&C increased students' awareness of crime and its consequences. Words such as the students "woke up," "realized," and "became more aware" were part of many of the anecdotes. Often, students were reported to become more aware of the consequences of crime.

Other changes, each mentioned once, were:

- improved attitudes toward the police,
- more friendly toward each other,
- more interest in criminal justice careers, and
- more disclosure of criminal behavior to the teacher.

Teachers were also asked if there were any "natural strengths" that came from teaching TC&C in their communities, such as a sense of community service or people who know one another. Two responses were most frequently given to this question: community bonding and student awareness. Teachers used words such as "a 'we' identity," "sense of community," and "unity that comes between community and students" to describe this bonding process. Student awareness was about their community, that they can prevent crime, and an understanding of the L.A. riots.

Teachers were also asked if there were any "natural weaknesses" that came from teaching TC&C in rural schools, such as lack of resources and distances between homes. The most frequent response to this question was that some topics and issues raised in the textbook were not relevant to a rural community. These topics included violent crime, drug trafficking, date rape, and minority problems. The other weaknesses mentioned were related to the lack of resources (both financial and other) needed to implement the teen action projects.

Seven teachers said that their students behaved differently when the class was taught by resource people than when it was taught by the teacher. Almost all of these teachers indicated that the students were more attentive, as the resource people were viewed as experts, or because there was a "new face" in the classroom.

Teachers' Perceptions of What It Takes for TC&C to be Successful

Teachers were asked: "on a scale from 1 to 7, with 1 being "not at all" and 7 being "extremely," how successful was TC&C this year?" The teachers rated TC&C an average of 5.1. From the teachers' perspectives, many different components must be in place for TC&C to be successful. Teachers' responses to "What do you think it takes for TC&C to be successful?" included:

- Accepting, open attitudes of students (3),
- Interested/supportive administrator (2),
- More time/teacher preparation (2),
- School-community team building (1),
- Materials in the classroom on time (1),
- Less structured learning environment (1).
- Teacher enthusiasm (1),
- Relevant materials (1),
- Younger students (1),
- Teacher training (1),
- Speakers (2), and

When asked what was their greatest challenge in teaching the course, the teachers' responses appear to reflect surprise at the amount of effort that is required for proper implementation of TC&C. They indicated they had much to cover in a short amount of time, that they had to be organized and plan well, and that they couldn't "let things slide."

Their comments about what they expect to do differently next year also reflect the management of the many tasks involved in implementing TC&C. Teachers expect to start arranging resource people earlier, bring in more resources, expand on the projects, and go outside to other schools and/or the community.

Summary of Teacher Survey

In summary, teachers appear to be implementing TC&C in these rural schools with great integrity. For the most part, virtually all of the teachers included all of the essential elements of success. The program appears to be infused into the school curricula as evidenced by the fact that 8 of these teachers expect to teach TC&C next year.

Answers to the Evaluation Questions

Results from the teachers' survey provide answers to the following evaluation questions:

How is TC&C implemented within the schools? Is there a "core" TC&C program that is included in every school?

There does appear to be a core TC&C that was implemented in virtually all of the ten rural schools. All teachers used the textbook as their guide to TC&C topics, and all of the teachers reported spending at least one class session on:

- Overview of crime and crime prevention,
- Teens and crime, and
- Violent crimes.

Eight or more teachers reported spending at least one class session on:

- Acquaintance rape,
- Property crime and vandalism,
- Criminal and juvenile justice.
- Drunk driving
- Shoplifting, and

At least 7 of the teachers covered child abuse, substance abuse, and conflict management.

All but one teacher engaged the class in a teen action project. Seven classes were involved in more than one project during the course. Nine teachers reported that they used resource people in their class.

To what extent do schools modify the TC&C curriculum? What modifications are made? Why are these changes made?

Eight of the teachers said that they modified the TC&C curriculum. Six said that the modifications were more methodological than content. These included "skipping around the textbook," using previous drafts of teaching materials, and adding enhancements. Two said they used terminology that was different from the text.

Some of these changes were made to adapt to the situation -- two teachers reported not having the latest version of the TC&C curriculum at the time the class started. The terminology changes appear to have been made to adapt TC&C to the needs of the students.

What does it take to institutionalize TC&C within a school system? How can this institutionalization be measured?

The commitment of the teacher appears to be the determining factor of whether TC&C will be institutionalized in an Iowa school. At the present time, the educational philosophy of the state supports empowerment of local school districts. Similarly, according to the teachers, the administrator's role is primarily one of support. No teacher indicated that s/he was mandated by the administration to teach TC&C.

A suggested measure of institionalization within a school system is the extent to which TC&C becomes a "normal" part of a course, or a course, itself, within a school, and the extent to which this inclusion transcends the teacher. In Milton, for example, while the teacher will not be at the school next year, the principal fully expects that the new teacher will use TC&C, at least for the first year. This principal indicated, however, that if the teacher had good reasons for not wanting to teach TC&C, that it would likely be discontinued.

What do administrators, teachers and students think it takes for TC&C to be successful?

As with institionalization, it appears that success depends largely upon the teacher. Teacher training, enthusiasm, motivation, time, and organizational skills were all cited as elements necessary for TC&C to be successful. Beyond the teacher, student attitudes toward the course appear to be important. In one school, in one class, poor student attitudes made it difficult for the teacher to teach TC&C, and, according to the teacher, the course had little impact on these students.

The third element predicting success appears to be the relationship between the school and the community. This was mentioned specifically by one teacher in the phone survey. It is also extremely evident in the model program being implemented in Sigourney.

Results from the Pre-Post Student Surveys

Table 3 shows the demographic comparisons of program and control students at the pretest and posttest time. As the table illustrates, the two groups appear to be comparable in demographic characteristics with the exception of age. In both groups, there are slightly more females than males. Virtually all are Caucasian. The TC&C group appears to be slightly older than the comparison group. Forth-eight percent of the TC&C group is 17 years of age or older, compared with 31% of the comparison group. The average age of the TC&C group is 15.8 years, compared with 15.3 years for the comparison group. While this difference is statistically significant,[5] it does not represent a large age difference.
These results from the demographic comparison of the groups suggests that they are similar enough to make differences in outcomes meaningful.

[5] T-test= 2.44; $P \leq .015$

TABLE 3: DEMOGRAPHIC CHARACTERISTICS

	PROGRAM		CONTROL	
	FREQ	PCNT	FREQ	PCNT
AGE				
9-12	1	0.6%	4	2.6%
13	11	6.5%	18	11.6%
14	33	19.6%	30	19.4%
15	27	16.1%	27	17.4%
16	33	16.1%	33	21.3%
17	34	20.2%	30	19.4%
18	26	15.5%	13	8.4%
19-25	3	1.0%	0	0.0%
TOTALS	168		155	
GENDER				
MALE	77	45.3%	65	41.4%
FEMALE	93	54.7%	92	58.4%
TOTALS	170		157	
GRADE				
7	0	0.0%	9	6.6%
8	38	25.3%	35	25.5%
9	23	15.3%	26	19.0%
10	28	18.7%	5	3.6%
11	32	21.3%	47	34.3%
12	29	19.3%	15	10.9%
TOTALS	150		137	
ETHNIC GROUP				
CAUCASIAN	164	96.5%	149	96.8%
AFRICAN-AMERICAN	2	1.2%	0	0.0%
HISPANIC	1	0.6%	1	0.6%
AMERICAN INDIAN	1	0.6%	2	1.3%
OTHER	2	1.2%	2	1.3%
TOTALS	170		154	

	PROGRAM		CONTROL	
	FREQ	PCNT	FREQ	PCNT
AGE				
SCHOOL				
CARROLL	22	12.7%	20	12.9%
DECATUR	21	12.4%	9	5.7%
HUDSON	20	11.8%	0	0.0%
HAMBURG	17	10.0%	28	17.8%
UNIVERSITY	18	10.6%	17	10.8%
BENTON	16	9.4%	15	9.6%
SIGOURNEY	20	11.8%	20	12.7%
FOX	14	8.2%	22	14.0%
DOWS	22	12.9%	26	16.6%
TOTALS	170		157	

Scale Score Reliabilities

Table 4 demonstrates that the 1992 version of the TC&C outcome measure has sufficient reliability for all subscales. Almost all of the subscales of the attitude measure, and the knowledge measure have an alpha coefficient near or over 0.70. Only the involvement and hopefulness subscales have relatively low reliabilities. Thus, most of the subscales appear to "hang together" as unidimensional concepts. Therefore, it is appropriate to analyze pre-post differences by subscale rather than by individual item.

TABLE 4

RELIABILITIES			
	PRETEST ALPHA	POSTTEST ALPHA	ITEMS
COMMITMENT TO LEGITIMATE SOCIAL NORMS	0.77	0.80	7
ATTACHMENT TO ADULTS/AUTHORITY FIGURES	0.77	0.87	4
INVOLVEMENT IN PRODUCTIVE ACTIVITIES	0.59	0.57	3
BELIEF IN ETHICAL RULES	0.88	0.88	20
POSITIVE SELF-LABELING	0.85	0.87	3
PEER ASSOCIATIONS	0.86	0.87	14
DELINQUENCY	0.81	0.88	22
HELPFULNESS	0.68	0.69	10
HOPEFULNESS	0.47	0.48	7
KNOWLEDGE OF TC&C	0.66	0.84	38

Answers to Evaluation Questions

To what extent does participation in TC&C cause changes in attitudes related to delinquency and bonding with the community?

Table 5 presents the results from the pre-post survey comparing TC&C and comparison group students on the various subscales of the Attitudes, Behaviors and Precursors to Law-Abiding Behaviors and Community Bonding instrument.

TABLE 5

ATTITUDE SCALES: (Note: all items are recoded so that high score is in socially acceptable direction.)							
		PROGRAM		CONTROL		GRP BY TIME	
#	QUESTION	PRE	POST	PRE	POST	F	P
COMMITMENT							
3	THINGS LEARNED IN CLASS HELPFUL	3.32	3.65	3.43	3.46	12.08	.001
7	TEACHER IMPRESSED WITH YOU	3.46	3.62	3.37	3.39	1.54	NS
38	IMPORTANT TO HAVE HIGH GRADES	2.67	2.64	2.69	2.61	0.86	NS
39	IMPORTANT BE THOUGHT GOOD STUDENT	2.48	2.46	2.48	2.43	0.24	NS
40	IMPORTANT DO WELL IN HARD SUBJECTS	2.63	2.62	2.57	2.60	0.28	NS
41	IMPORTANT PEERS THINK YOU GOOD STUD.	2.28	2.26	2.24	2.24	0.05	NS
42	SOC. STUDIES TEACH. THINK YOU GOOD	2.42	2.45	2.39	2.45	0.15	NS
	OVERALL SCORE	19.37	19.86	19.18	19.31	2.01	NS
ATTACHMENT							
23	TEACHERS CARE ABOUT YOU	3.65	3.74	3.43	3.47	0.17	NS
24	TEACHERS GET YOU INTERESTED/INVOLVED	3.75	3.78	3.64	3.61	0.37	NS
25	TEACHERS GO OUT OF WAY TO HELP	3.22	3.37	3.06	3.06	1.80	NS
26	TEACHERS WILLING TO GIVE MORE HELP	3.57	3.56	3.45	3.45	0.01	NS
	OVERALL SCORE	14.21	14.54	13.63	13.69	0.87	NS
INVOLVEMENT							
8	TURNED IN HOMEWORK ON TIME	4.25	4.18	4.19	4.19	0.63	NS
9	CAME TO CLASS PREPARED TO PARTICIPATE	4.17	4.23	4.03	4.02	0.78	NS
43	AVG. AMOUNT TIME SPENT ON HOMEWORK	2.35	2.26	2.45	2.31	0.27	NS
	OVERALL SCORE	10.90	10.75	10.67	10.57	0.18	NS

ATTITUDE SCALES: (Note: all items are recoded so that high score is in socially acceptable direction.)							
		PROGRAM		CONTROL		GRP BY TIME	
#	QUESTION	PRE	POST	PRE	POST	F	P
BELIEF IN ETHICAL RULES							
5	RULES IN CLASS APPLY TO ALL EQUALLY	3.95	3.96	3.87	3.54	7.35	.007
6	TEACHERS GRADE FAIRLY	4.08	4.11	4.06	3.90	3.97	.047
10	OK TO TAKE THINGS LEFT LYING AROUND	4.05	4.05	3.83	3.70	1.49	NS
11	TROUBLE-MAKING DOESN'T HURT ANYONE	3.76	3.91	3.71	3.57	7.35	.007
12	OK TAKE ADVANTAGE OF ONE LESS SMART	4.16	4.28	4.14	4.08	2.95	NS
13	HAVE A LOT OF RESPECT FOR POLICE IN CITY	2.94	3.22	3.00	2.95	9.27	.003
16	OK TO CHEAT ON UNFAIR TEST	3.89	3.88	3.68	3.61	0.42	NS
17	POLICE HAVE GOOD REASON TO STOP	3.21	3.35	3.25	3.25	1.37	NS
19	POLICE TRY TO GIVE ALL KIDS EVEN BREAK	2.73	3.03	2.61	2.68	5.87	.016
20	SHOPLIFTING DOESN'T HURT ANYONE	4.27	4.36	4.23	4.03	7.83	.005
21	JUDGES TRY TO BE FAIR	3.68	3.69	3.62	3.50	0.10	NS
22	TRIALS FAIR EVEN IF CANT AFFORD LAWYER	3.67	3.73	3.54	3.45	2.13	NS
27	OK TO BEAT SOMEONE WHO STARTS FIGHT	3.00	3.34	2.89	2.92	6.67	.010
28	HITTING TO GET THEM DO WHAT YOU WANT	4.16	4.19	3.96	3.81	2.99	NS
29	OK BEAT PEOPLE WHO CALL YOU NAMES	3.61	3.69	3.52	3.50	0.97	NS
30	OK BEAT PEOPLE WHO MAKE YOU MAD	3.54	3.65	3.38	3.32	2.29	NS
31	HOW WRONG STEAL LESS THAN $5	3.24	3.26	3.07	3.04	0.30	NS
32	HOW WRONG DAMAGE PROPERTY	3.59	3.65	3.60	3.46	6.09	.014
33	HOW WRONG USE MARIJUANA	3.66	3.72	3.75	3.68	3.62	.058
34	HOW WRONG CHEAT ON SCHOOL TESTS	2.99	3.12	2.89	2.92	1.03	NS
35	HOW WRONG DRINK ALCOHOL	2.89	2.98	2.71	2.76	0.10	NS
36	HOW WRONG BREAK INTO CAR/BUILDING	3.79	3.78	3.78	3.67	1.39	NS
37	HOW WRONG USE ILLEGAL DRUGS	3.86	3.82	3.86	3.76	1.00	NS
	OVERALL SCORE	82.96	85.09	81.22	79.72	20.60	.000

ATTITUDE SCALES: (Note: all items are recoded so that high score is in socially acceptable direction.)							
		PROGRAM		CONTROL		GRP BY TIME	
#	QUESTION	PRE	POST	PRE	POST	F	P
LABELING							
44	TEACHERS THINK YOU ARE GOOD KID	3.95	3.93	3.99	3.95	0.06	NS
45	TEACHERS THINK YOU FOLLOW RULES	3.95	4.03	3.95	3.95	0.68	NS
46	TEACH'S THINK YOU STAY OUT OF TROUBLE	3.92	3.96	3.97	3.99	0.09	NS
	OVERALL SCORE	11.82	11.99	11.93	11.97	0.46	NS
PEER ASSOCIATIONS							
4	OTHER STUDENTS SAY WORTHWHILE THINGS	3.19	3.48	3.30	3.22	16.18	.000
14	OK TO LIE IF KEEP FRIENDS OUT OF TROUBLE	3.37	3.68	3.29	3.29	7.27	.008
15	MUST BREAK RULES TO BE POPULAR	3.65	3.86	3.69	3.57	8.26	.004
18	MUST BEAT PEOPLE TO BE LIKED BY FRIENDS	4.17	4.23	4.23	4.01	3.54	NS
47	FRIENDS SUGGEST YOU BREAK LAW	3.06	2.94	3.16	2.96	0.56	NS
48	FRIENDS SUGGEST GO DRINKING	2.83	2.65	2.87	2.74	0.18	NS
49	FRIENDS OFFERED MARIJUANA TO YOU	3.81	3.74	3.87	3.75	0.23	NS
50	FRIENDS DAMAGED OTHER'S PROPERTY	3.61	3.46	3.42	3.31	0.11	NS
51	FRIENDS USED MARIJUANA	3.72	3.59	3.69	3.55	0.00	NS
52	FRIENDS STOLE MORE THAN $5	3.44	3.38	3.45	3.24	1.87	NS
53	FRIENDS DRANK ALCOHOL	2.48	2.33	2.43	2.24	0.46	NS
54	FRIENDS BROKE INTO CAR OR BUILDING	3.89	3.74	3.84	3.67	0.10	NS
55	FRIENDS STOLE CAR AND TOOK FOR DRIVE	3.64	3.68	3.75	3.59	3.65	.057
56	FRIENDS USED FORCE TO GET MONEY	3.81	3.75	3.67	3.58	0.14	NS
	OVERALL SCORE	48.71	48.79	48.67	47.04	6.83	.009

ATTITUDE SCALES: (Note: all items are recoded so that high score is in socially acceptable direction.)							
		PROGRAM		CONTROL		GRP BY TIME	
#	QUESTION	PRE	POST	PRE	POST	F	P
DELINQUENCY (Note: high score=low delinquency)							
57	DAMAGE OR DESTROY SCHOOL PROPERTY	4.83	4.80	4.79	4.72	0.28	NS
58	DRINK ALCOHOL BY SELF OR WITH FRIENDS	3.68	3.72	3.60	3.71	0.40	NS
59	TELL ADULT SOMETHING YOU LEARNED	2.47	2.53	2.46	2.39	1.06	NS
60	STEAL SOMETHING WORTH LESS THAN $5	4.82	4.78	4.64	4.59	0.05	NS
61	GO OUT PLANING TO FIGHT/BREAK THE LAW	4.41	4.45	4.48	4.46	0.21	NS
62	CHEAT ON SCHOOL TESTS	4.38	4.45	4.08	3.98	2.21	NS
63	SHOUT OR SWEAR AT TEACHER/ADULT	4.51	4.61	4.31	4.33	0.48	NS
64	USE FORCE TO GET MONEY	4.95	4.92	4.86	4.82	0.07	NS
65	NOT PAY FOR MOVIE/BUS RIDE/FOOD	4.76	4.81	4.75	4.69	1.56	NS
66	STEAL BETWEEN $5 AND $50	4.92	4.86	4.80	4.76	0.01	NS
67	STAY AWAY FROM SCHOOL	4.68	4.68	4.75	4.62	1.66	NS
68	USE WEAPON ON ANOTHER STUDENT	4.95	4.95	4.90	4.73	4.14	.043
69	SKIP CLASS	4.72	4.62	4.78	4.59	0.99	NS
70	BREAK INTO CAR OR BUILDING	4.93	4.94	4.94	4.77	4.74	.030
71	DAMAGE PUBLIC PROPERTY	4.84	4.86	4.76	4.66	1.85	NS
72	GANG FIGHT RESULTING IN INJURIES	4.96	4.93	4.92	4.82	0.88	NS
73	STEAL MORE THAN $50	4.91	4.94	4.95	4.81	3.93	.048
74	USE MARIJUANA	4.82	4.78	4.78	4.73	0.01	NS
75	USE OTHER ILLEGAL DRUGS	4.96	4.95	4.87	4.76	1.78	NS
76	STEAL A MOTOR VEHICLE	4.97	4.98	4.97	4.81	4.76	.030
77	LIE ABOUT AGE	4.49	4.62	4.45	4.24	10.70	.001
78	TAKE A VEHICLE WITHOUT PERMISSION	4.86	4.91	4.86	4.71	7.07	.008
	OVERALL SCORE	101.91	102.17	101.68	99.60	7.82	.005

ATTITUDE SCALES: (Note: all items are recoded so that high score is in socially acceptable direction.)							
		PROGRAM		CONTROL		GRP BY TIME	
#	QUESTION	PRE	POST	PRE	POST	F	P
HELPFULNESS							
79	PEOPLE ONLY HELP OUT OF SELF-INTEREST	2.74	2.81	2.79	2.58	4.96	.027
80	ALTRUISM FEELS GOOD	3.98	4.05	3.80	3.86	0.04	NS
81	EVERYBODY NEEDS HELP ONCE IN A WHILE	4.44	4.43	4.38	4.31	0.97	NS
82	PEOPLE NEED HELP FROM OTHERS	4.47	4.44	4.39	4.33	0.11	NS
83	I WOULD HELP SOMEONE I DIDN'T KNOW	3.96	4.06	3.74	3.75	0.89	NS
84	HELPFUL PEOPLE TAKEN ADVANTAGE OF	2.31	2.31	2.18	2.17	0.00	NS
85	ONE MUST LOOK OUT FOR ONESELF	2.56	2.58	2.81	2.78	0.18	NS
86	HELPING OTHERS GOOD WAY TO SPEND TIME	3.59	3.68	3.40	3.36	1.66	NS
87	WONT WORK UNLESS PAID	2.71	2.75	2.73	2.47	8.11	.005
88	I CAN'T CHANGE THIS COMMUNITY	2.92	3.11	2.94	2.88	4.33	.038
	OVERALL SCORE	33.76	34.21	33.17	32.75	5.50	.020
	HOPEFULNESS						
89	THINK OF MANY WAYS TO GET OUT OF JAM	3.65	3.79	3.58	3.62	0.80	NS
90	I GO AFTER MY GOALS	4.14	4.15	4.05	4.01	0.43	NS
91	I FEEL TIRED MOST OF THE TIME	2.71	2.78	2.61	2.57	1.08	.300
92	I GIVE UP EASILY IN AN ARGUMENT	3.89	3.76	3.90	3.80	0.03	NS
93	I CAN GET THE THINGS I WANT	3.90	3.95	3.86	3.75	2.47	NS
94	I CAN SOLVE MY PROBLEMS	3.90	3.89	3.74	3.75	0.04	NS
95	I MEET THE GOALS I SET FOR MYSELF	3.74	3.88	3.69	3.65	3.15	NS
	OVERALL SCORE	25.96	26.28	25.40	25.36	1.46	NS

Results from the pre-post analysis of these data indicate that TC&C appears to have had an impact on:

- Students' belief in ethical rules.
- Their attitudes toward associating with delinquent-prone peers.
- Self-reported delinquent behaviors, and
- Altruism.

On these four measures, there were significant group-by-time interactions with the TC&C group demonstrating change in the positive direction relative to the comparison group. Figures 2 through 5 illustrate these results.

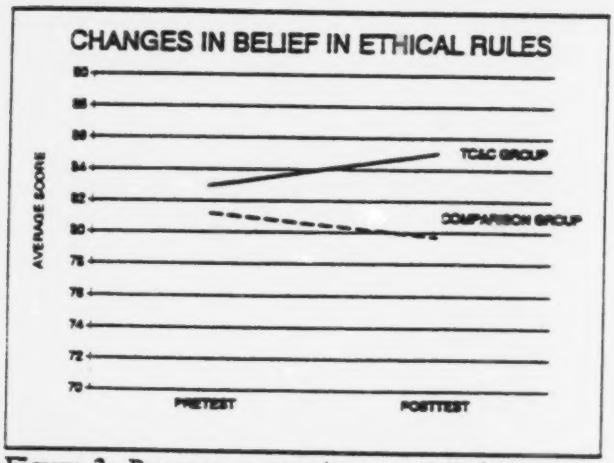

Figure 2: Pre-post comparison on belief in ethical rules.

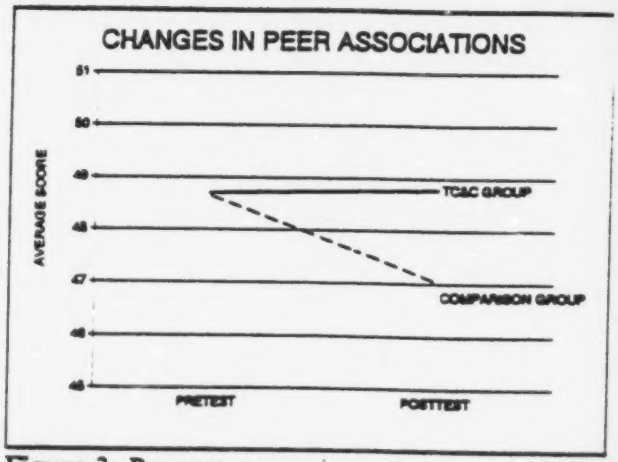

Figure 3: Pre-post comparison on peer association

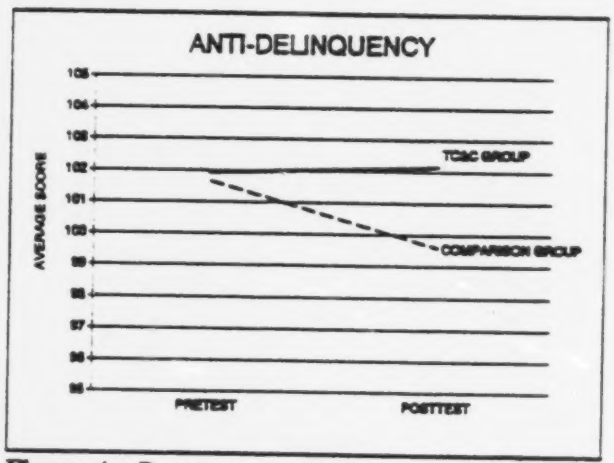

Figure 4: Pre-post comparison on self-reported delinquency.

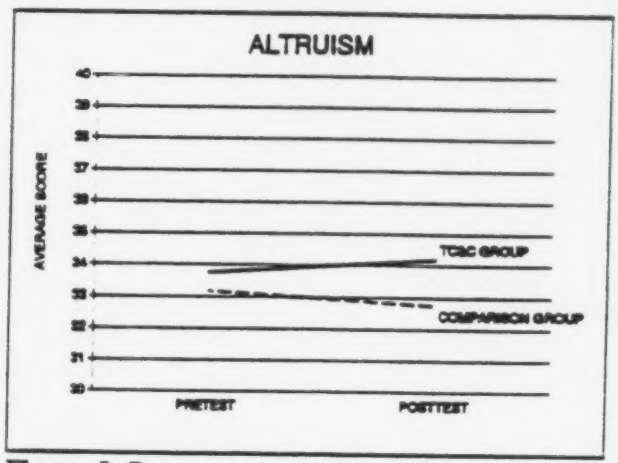

Figure 5: Pre-post comparison on altruism.

These results suggest that involvement in TC&C does have a positive impact on students' attitudes. Immediately after the course, students who took TC&C reported higher levels of socially acceptable attitudes and concerns for their communities. Students in the comparison group, on the other hand, maintain virtually the same attitudes over time.

To what extent does TC&C increase students' knowledge of teen victimization and crime prevention?

Results from the pre-post comparison of program and comparison students in knowledge change indicates that TC&C, as implemented in these schools, does increase students' knowledge of crime and crime prevention. Table 6 shows the item and total scale score comparisons for the program and comparison students.[6]

TABLE 6

KNOWLEDGE SCALE		% CORRECT			% CORRECT		
	N (PROGRAM)=169; N (COMPARISON)=149	PROGRAM		PRE-POST SIGN P≤	COMPARISON		PRE POST SIGN P≤
#	QUESTION	PRE	POST		PRE	POST	
1	PREVENTING CRIME IS DUTY OF EVERYONE	88%	91%	NS	81%	87%	NS
2	AGE MOST LIKELY TO BE VICTIMS ARE TEENS	45%	75%	0.00	45%	43%	NS
3	WHO CAN HELP VICTIMS (EVERYONE)	85%	93%	0.02	80%	85%	NS
4	SAFER AREA TO LIVE RESULTS FROM...	78%	72%	NS	70%	70%	NS
5	TEENS REPORT LEAST (TRUE)	65%	77%	0.02	60%	54%	NS
6	VICTIMS OF CRIME SHOULD STAY CALM	37%	68%	0.00	41%	46%	NS
7	LEG DEFINITION OF CRIME CAN BE CHANGED	60%	58%	NS	55%	55%	NS
8	DRUNK DRIVING LEADING KILLER OF TEENS	59%	67%	NS	68%	76%	NS
9	VICTIMS ARE MORE OFTEN MALE TEENS	37%	61%	0.00	40%	42%	NS
10	COMPENSATION PROGRAMS FOR VICTIMS	11%	38%	0.00	15%	17%	NS
11	HOW MAKE VICTIM OF CRIME FEEL BETTER	68%	84%	0.00	65%	76%	0.02
12	ASSAULT MOST COMMON VIOLENT CRIME	35%	51%	0.00	41%	38%	NS
13	IF HEAR BURGLAR TRY TO AVOID	33%	46%	0.00	36%	34%	NS
14	1ST AMENDMENT DOESN'T INCL FIREARMS	51%	48%	NS	44%	38%	NS
15	RECEIVING STOLEN PROPERTY IS A CRIME	19%	22%	NS	24%	20%	NS
16	VANDALISM COSTS MORE THAN 1 BILLION $	73%	82%	0.05	57%	68%	0.03
17	LIGHTS CUT CHANCES OF BURGLARY	33%	42%	NS	28%	38%	NS
18	WHAT AFFECTS SENTENCE OF CONVICT	79%	76%	NS	71%	68%	NS
19	JUSTICE PROCESS WHEN CRIME REPORTED	39%	58%	0.00	40%	41%	NS
20	JUVENILE JUSTICE SYSTEM EMPHASIZES...	41%	54%	0.01	39%	34%	NS
21	WHAT CONFLICT MEDIATION MEANS	57%	61%	NS	56%	52%	NS
22	HOW SETTLE CONFLICT WITHOUT VIOLENCE	66%	64%	NS	50%	49%	NS

[6] McNemar's Chi-Square was used to test pre-post differences. Group-by-time interaction in a repeated measures ANOVA design was used to test scale score differences.

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KNOWLEDGE SCALE		% CORRECT			% CORRECT		
	N (PROGRAM)=169: N (COMPARISON)=149	PROGRAM		PRE-POST SIGN P≤	COMPARISON		PRE POST SIGN P≤
#	QUESTION	PRE	POST		PRE	POST	
23	HOW SHOW GOOD LISTENING	74%	74%	NS	78%	71%	NS
24	WHAT CHILD ABUSE INCLUDES	94%	90%	NS	92%	84%	0.04
25	WHAT DO IF CHILD BEING ABUSED	72%	69%	NS	81%	62%	0.00
26	1/2 ABUSED CHILDREN KNEW ABUSER (FALSE)	28%	47%	0.00	27%	32%	NS
27	HOW PROTECT SELF FROM DATE RAPE	83%	80%	NS	83%	80%	NS
28	IF RAPED SEEK MED CARE & COUNSELING	55%	49%	NS	45%	43%	NS
29	VICTIMS DON'T CAUSE RAPE	44%	67%	0.00	37%	40%	NS
30	ALCOHOL MOST ABUSED SUBSTANCE	85%	82%	NS	89%	75%	0.00
31	HOW HELP WITH ALCOHOL/DRUG PROBLEM	79%	83%	NS	83%	81%	NS
32	DRUG TRAFFICKING ON COMMUNITY	64%	74%	0.04	65%	68%	NS
33	PENALTIES FOR DRUNK DRIVING INCLUDE..	86%	84%	NS	83%	82%	NS
34	50% OF HGWY DEATHS INVOLVE ALCOHOL	31%	46%	0.00	30%	31%	NS
35	HOW SOBER UP (WAIT LONG TIME)	84%	88%	NS	78%	77%	NS
36	EFFECTS OF SHOPLIFTING ON COMMUNITY	83%	85%	NS	80%	76%	NS
37	SECURITY MEASURES AGAINST SHOPLIFTING	59%	61%	NS	48%	54%	NS
38	RETAIL STORES INVEST $ ANTI-SHOPLIFTING	65%	74%	0.04	62%	57%	NS
	OVERALL SCORE	22.33	25.39		21.66	21.35	F=33.8 P≤.000

As the table illustrates, the program group showed a significant increase in the correct responses to 17 questions on the knowledge test. The comparison group, on the other hand, showed significant pre-post differences on 5 items, only 2 of which were in the appropriate direction.

Pre-post differences in the overall scores also showed changes in the expected direction. Figure 6 illustrates these results.

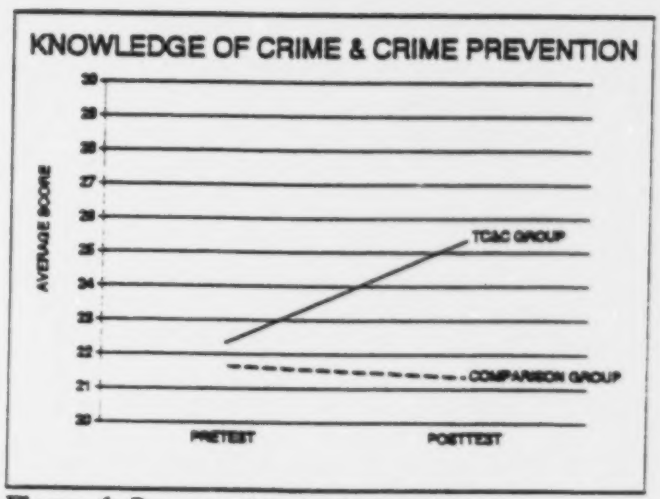

Figure 6: Pre-post changes in knowledge.

According to the results, students appear to have learned about several different areas of TC&C. They improved in their knowledge in the following:

- teens as likely victims (Q2 and Q9),
- victims of crime should stay calm (Q6),
- assault as a violent crime (Q12),
- juvenile justice system (Q20),
- child abuse (Q26),
- drinking and driving (Q34),
- how to make victims feel better (Q11),
- when the justice process begins (Q19), and
- the costs of shoplifting (Q38).
- everyone's responsibility to help victims (Q3),
- teens are the least likely to report crime (Q5),
- vandalism (Q16),
- to avoid a burglar (Q13),
- rape (Q29),
- victim compensation programs (Q10),
- drug trafficking and the community (Q32),

It should be noted that on 10 items, there was still a "ceiling effect," in that 75% or more of the students knew the correct answer at the pretest time. These items should be revisited when this instrument is considered for use in future evaluations.

JUSTICE RESOURCE INSTITUTE'S EVALUATION PROGRAM

The goal of the 1992 evaluation of JRI/EP was to assess the implementation and outcomes of TC&C within a juvenile detention setting. The evaluation attempted to answer the following questions:

- What changes have been made in the implementation of TC&C during year two, compared with the first year? Why were these changes made?
- What teen action projects were implemented this year?
- What other resources were brought to the program from the community?
- What modifications, if any, were made to the TC&C curriculum to make it more applicable to this population?
- To what extent are detained delinquents involved with TC&C? That is, what is the range in the number of sessions each youth attends? With what intensity are they involved in projects?
- For what type of detained delinquents is TC&C appropriate? That is, why are some delinquents not involved in TC&C?
- Is there a significant difference in attitudes and knowledge after involvement in TC&C?
- Is there a relationship between the intensity of involvement with TC&C and the level of attitude, behavior and knowledge change?
- What are the perceptions of students, staff and administrators about the program and its impact?
- What do youth think it takes for TC&C to be successful?
- What do staff think it takes for TC&C to be successful in a juvenile detention setting?
- What does it take to institutionalize TC&C within a juvenile detention setting?

Methodology

The implementation of TC&C and its outcomes on students were assessed through pre-post surveys of students, measurement of the intensity of intervention for each student, and subjective data from the TC&C teacher, counselor, and other JRI/EP director.

The TC&C teacher assessed students' knowledge and attitudes as part of the intake and discharge process. When each new youth arrived at the Institute, he completed the knowledge, and attitude/behavior instruments.[7] Only youth who had the cognitive capacity to complete these assessments were included in

[7] This instrument was revised from the Iowa instrument to shorten its length and to shorten the response items to make it more useable for this population.

the evaluation. If a particular youth could understand the questionnaire items but could not read, the questionnaire was read to the student by the TC&C teacher.

During the last few days of the youth's stay at the detention center, he again completed the knowledge and attitudes/behaviors questionnaires.

A site visit was also made to JRI/EP to interview the teacher, counselor and director about program implementation and institutionalization. Information was obtained about changes in the implementation of TC&C since last year, opinions about the types of impact TC&C has had on students, staff and the community, whether the program is becoming institutionalized at the facility, the extent to which the elements hypothesized by NCPC/NICEL have been applied, and what it takes for TC&C to be successful.

Data Analysis:

Both quantitative and qualitative analyses were conducted on the data obtained from JRI/EP. The quantitative analyses:

- described the demographic characteristics of the youth involved with TC&C, and
- assessed the extent to which youths' knowledge, behavioral intentions and attitudes changed by the end of their stay at JRI/EP.

The qualitative analyses summarized information obtained from staff at JRI/EP during the site visit.

Results

The TC&C teacher was able to obtain pre and post-test data from 10 youth who were admitted to JRI/EP and discharged within the time of data collection. According to the teacher, many fewer youth were assessed than expected because youth were staying longer at the Institute and other treatment programs than in previous years. In his opinion, the longer length of stay of youth was due to the system holding them longer, as well as more youth being placed into the system. Many youth remained at JRI/EP because places were not available in the strict treatment programs they were assessed as needing.

No interviews were conducted with students at JRI/EP because TC&C is not taught during the summer, and only two students who were involved with TC&C were still at the Institute at the time of the site visit. These students had only participated in a few TC&C sessions before the program ended for the summer. According to the teacher, these students would not have recognized the term "Teens, Crime and the Community," and would not have had any opinions about the program.

Answers to the Evaluation Questions

The following report combines information from the remaining sources to address the evaluation questions.

What changes have been made in the implementation of TC&C during year two, compared with the first year? Why were these changes made?

The curriculum content of TC&C was virtually unchanged, but the projects changed significantly.

According to the teacher, the course content of TC&C was not changed from year one to year two. The program was taught almost throughout the entire school year, from October to June. TC&C is not taught in the summer, because only three days of school are held during the summer time. The teacher continues to integrate TC&C into the teaching of English. Students are still taught in small groups. They read portions of the text, write about TC&C topics and discuss TC&C issues during this class.

The old text was used until February, when the new texts arrived. And in June, when the workbooks arrived, the old workbook was replaced.

According to the counselor, the use of TC&C to guide group counseling sessions once a week has not changed in the past two years, with one exception. The only change is in the coordination of the teaching and counseling use of the program. According to the counselor, last year, the teacher and counselor attempted to use the same topics at the same time. This year, there is no intentional coordination of TC&C teaching and counseling, unless something special happens during the class that needs to be addressed during group counseling. The counselor saw no need to coordinate topics with the teacher, and not having to coordinate allowed students to help in selecting the TC&C topic for a particular counseling session.

On the other hand, the limited resources and innovative thinking on the part of the staff resulted in substantial changes in the teen action projects. Last year, the youth were involved in making gifts for children at a local orphanage. If additional funding were available, this project would have been continued during year two. This year, teen action projects were changed to include poetry, drama, AIDS peer education, a video, posters and assistance with school site visits.

According to the director, TC&C differs this year in two ways. The staff are more familiar with the program and have more realistic expectations of what it will accomplish. Also, this year, the projects that were accomplished were more useful -- publications in local papers, distribution of a poetry anthology, and youth involved in outreach efforts when student groups visit JRI/EP.

The director believes that during the second year, the staff made better use of the materials. Last year, the projects had a "more vague" connection for the students. This year's projects were more connected to showing youth how to be leaders in their communities, particularly through the peer educator program. The staff also learned that they can do outreach to the community from within a secure setting.

What teen action projects were implemented this year? What other resources were brought to the program from the community?

The design of the teen action projects had to consider the fact that youth were not allowed to go into the community while they are at JRI/EP. The staff found innovative ways for the youth to communicate with the community from behind the "locked-up" facility. Six specific activities were undertaken by youth related to TC&C:

- A crime prevention video was made by staff and youth. The video is a story about a youth brought to JRI/EP who is initially very resistant. Through involvement in TC&C, the youth "lets down his guard" and becomes involved in his own rehabilitation.

- Poetry and drama related to TC&C topics, through a contract JRI/EP was able to support through TC&C funding. Culturally matched teachers from City Mission Society were the instructors. Youths' poetry was published in an anthology. According to the teacher, seeing their work published was an "ego boost" for the students.

- Publications in community papers, such as letters students wrote to their communities about coming back from incarceration, and poetry students wrote through working with City Mission Society.

- The Department of Youth Services' (DYS) AIDS educator provided training to the youth. She is attempting to train some of the students as peer educators and wanted to do "rap" tapes. However, because of the turnover and other constraints placed upon youth at JRI/EP (such as having to be in court during the training time), the AIDS educator was having difficulty implementing these projects.

- Youth created posters which were placed in local businesses within the community. Parents also took some of the posters, and others were entered into a poster contest sponsored by the National Commission on Correctional Health Care.

- JRI/EP youth speak to student groups that come for visits to the center for crime prevention purposes. They explain to the students the problems with "getting into trouble" and what they would have done differently.

In addition to teen action projects, other resources are used during the implementation of TC&C. The teacher brought in one-time speakers including an attorney who talked about the courts, and a sports celebrity from the local university program who spoke about motivation and education. In the counseling sessions, other videos and movies are also used in conjunction with TC&C.

What modifications, if any, were made to the TC&C curriculum to make it more applicable to this population?

One important characteristic of JRI/EP youth is that they are transient. Therefore, for any curriculum or project to work within this setting, it must be appropriate to an "open group." Long-term projects are not likely to be successful in this setting.

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Another adaptation made to the program is the presence of the counselor in all of the poetry sessions. This is done because poetry deals with feelings and, therefore, poetry writing may be particularly sensitive to these youth.

A third modification is the intentional exclusion of some topics. All topics were covered except shoplifting (too "light" for these students), acquaintance rape (not covered at the request of the director), child abuse (too sensitive for an academic setting, since many students had been either abusers or victims), and gangs (text information was too elementary for these students).

To what extent are detained delinquents involved with TC&C? That is, what is the range in the number of sessions each youth attends? With what intensity are they involved in projects?

During the school year, youth are involved weekly in TC&C educational sessions. Throughout the year, the youth are involved in weekly group counseling guided by the TC&C curriculum. The 10 youth involved in the pre-post testing had attended between 5 and 15 educational sessions of TC&C; they were at JRI/EP between 43 and 200 days.

Youth involvement in the teen action projects varies. Youth who staff feel would benefit from the poetry session and who are expected to enjoy this program are invited to participate. The youth have the option of not participating, but the teacher reported that all of the youth want to be involved in these sessions.

Getting youth involved in the drama program is more difficult. The drama sessions build upon each other, making it difficult to implement with open groups. Sometimes, youth elect to drop out of the drama sessions. Sometimes, they leave before they complete a project, or have to be in court at the time of the meeting.

Youth involvement in the AIDS sessions is mandatory, but involvement as AIDS peer educators is voluntary.

Data from the youth involved in the pre-post testing indicate the variability of involvement of youth in the projects. Of these 10 youth, half participated in teen action projects. Three participated in one project; one participated in 7 and one participated in 12.

For what type of detained delinquents is TC&C appropriate? That is, why are some delinquents not involved in TC&C?

TC&C appears to be appropriate for all youth who enter JRI/EP. Those youth who have first grade or lower reading levels are not able to be involved in the educational sessions that require reading. However, these youth are still involved in the non-reading educational sessions, in the weekly counseling sessions and in the teen projects.

Is there a significant difference in attitudes and knowledge after involvement in TC&C?

Because of the slower-than-expected movement of youth through the program, pre-post data were only available for 10 youth. All youth who came into JRI/EP during the data collection period were pre and post-tested, with the exception of those youth who entered the program in June or later. These youth were excluded because they would not have been involved with TC&C long enough, or were not involved in TC&C, at the time the post-test data were needed for analysis.

For the ten youth whose pre-post data were available, the pre-post differences in scale scores are illustrated in the following table:

TABLE 7

SCALE	PRE-TEST AVERAGE	POST-TEST AVERAGE	MATCHED T-TEST	SIGNIFICANCE ($P \leq ...$)
KNOWLEDGE	12.60	15.30	1.80	.105
COMMITMENT	17.30	16.50	0.48	.642
ATTACHMENT	9.33	9.33	0.00	1.000
INVOLVEMENT	2.50	2.30	0.69	.509
BELIEF	46.25	49.50	0.76	.473
ASSOCIATION	8.50	9.30	1.81	.104
DELINQUENCY	7.90	5.80	1.53	.160
HELPFULNESS	38.78	40.44	0.87	.411

As the data indicate, there were no changes that reached statistical significance (ie. $P \leq .05$). This would be expected given the small sample size. However, it is interesting to note that on virtually all of the scales, the changes were in the expected direction -- increases in positive attitudes and knowledge, and decrease in delinquency. Further, for the knowledge and association scale, there was a strong trend toward statistical significant, with a p-value reaching 0.10.

These data indicate that, in spite of the small sample size which reduces the sensitivity of the analyses, changes in knowledge and attitudes may be occurring at JRI/EP. Changes in knowledge are likely to be attributable to involvement in TC&C, since there is no other crime prevention curriculum at JRI/EP. While changes in attitudes are likely to be occurring, without the presence of a control group, it is not possible to attribute these changes solely to the youths' involvement with TC&C.

Is there a relationship between the intensity of involvement with TC&C and the level of attitude, behavior and knowledge change?

Because the youth are involved with TC&C in both classroom and counseling, it is difficult to measure the level of involvement with the program. The crude measure of intensity used for evaluation purposes was the length of time the youth were at the program. As mentioned previously, pre-posttested youth were at JRI/EP between 43 and 200 days (between 6 and 29 weeks, with an average of 100 days or 14 weeks). During this time, they took an average of 8.9 TC&C class sessions. If weekly TC&C counseling sessions are included, this translates to these youth receiving an average and 23 sessions of TC&C.

Because of the small sample size, the intended regression analysis predicting change in attitudes by intensity of involvement could not be computed.

What are the perceptions of students, staff and administrators about the program and its impact?

This section includes the comments of the teacher, counselor and director that are not included in the discussion of other evaluation questions.

Perceptions of the TC&C Teacher

The teacher described TC&C as "challenging, rewarding and relevant." According to the teacher, TC&C provides one more option for dealing with crime and prevention of delinquency at TC&C. It gave the school curriculum a knowledge base in crime prevention that was not present in the past. Because of funding, resource people could be brought into the facility who were not available before.

The teacher found TC&C to be very relevant to the students, especially because youth at JRI/EP are at-risk for substance abuse and violence. TC&C teaches students about the court system, within which all of the youth were involved. The sections on triggers and mediation were felt by the teacher to be particularly relevant.

From the teacher's perspective, the TC&C curriculum is practical to implement. Students are required to be in class, and therefore the curriculum delivery can be controlled. On the other hand, many of the activities suggested in the textbook, such as parades and fairs, are not practical for this detained population.

It is interesting to note that, according to the teacher, the youth either liked or did not like the textbook. None were "lukewarm." He cited an example of one student who chose to sit in the hall rather than play the role of a judge, who he hates. Students seemed to be serious in their discussions of TC&C topics and usually didn't "blow it off."

The community outreach projects provided youth the opportunity to "see the other side of the coin" from that presented in the text. That is, while the text focused on preventing victimization, youth at JRI/EP are perpetrators. Therefore, the community projects were used to enhance the curriculum by focusing youth on the development of empathy for victims and positive leadership in the community.

When asked if TC&C had an impact on student behaviors, the teacher replied "no." By the time the youth arrive at JRI/EP, behaviors are well-formed. Further, JRI/EP was not designed to focus on changing behavior, rather for diagnostic and assessment purposes. Crime-related behaviors of youth are strongly controlled while they are in JRI/EP, but this control existed prior to the use of TC&C.

On the other hand, according to the teacher, TC&C may change a youth's outlook on life, and make him think about changing his behavior. From the teacher's perspective, the program definitely increased students' awareness of the issues, and made them think about crime and crime prevention. TC&C motivates students because it touches on issues relevant to their lives. Students learn about the juvenile justice system and its laws, and about how victims feel about their victimization. TC&C "gets around" many of the "wrong and fixed ideas" these youth have about crime and the juvenile justice system.

The teacher also believes that TC&C changed youths' commitment to social norms. According to the teacher, this is one thing that "the program does well." He reported that students typically have an "attitude" at the start of the program, but by the time they leave, they are in a better mood. TC&C helps to get students' attentions and to motivate them to want to be successful in legitimate ways.

TC&C is also thought to increase students' attachment to authority figures. According to the teacher, the students become attached to the resource people. They don't want to finish their projects, because they don't want the resource people to stop coming to the program.

TC&C is believed by the teacher to have increased students' goals and expectations about their short-term future. They look forward to each class, they like seeing their work "in print" and have a product they can tell their families about. The teacher said he has no way of projecting the long-term benefits of involvement in TC&C.

Students also change their attitudes about the role of rules and laws in society, according to the teacher. The "You Be the Judge" exercises and "What Would You Do?" exercises are particularly useful in changing students' attitudes about laws. It is interesting to note that in the discussions of these exercises, these students were reported to always "crack down" on the perpetrator, rather than letting them go.

From the teacher's perspective, TC&C "gets kids talking and thinking about serious issues, when they would rather not." The program's impact includes increasing youths' acceptance of talking about their problems. TC&C class discussions decrease youths' denial and avoidance of their delinquency problems.

The projects have a similar impact, but more intense. On a weekly basis, the poetry and drama classes force youth to examine their feelings. According to the teacher, the youth came to expect and look forward to these classes, and even worked on their poetry during their free time. According to the teacher, the students knew why they were doing the projects, and that there involvement was not only to "win prizes," as in the poster contest, but to communicate with the community.

Finally, when asked if TC&C reduces juvenile delinquency, the response was "I don't know." It is impossible in this setting to separate the impact of TC&C from the impact of being involved in the juvenile justice system and JRI/EP.

Perceptions of the Counselor

According to the counselor, TC&C allows small groups of youth 45 minutes per week to discuss topics from the text. Typically, a section of the text is selected and read, followed by a group discussion. The purpose of using TC&C during group counseling is to allow students to practice their communication skills.

TC&C topics for group discussion are often selected by the youth. If some event relevant to a topic is occurring, the counselor may pick a topic related to the event.

From the counselor's perspective, TC&C in counseling differs from teaching because the counseling group focuses on the feeling and opinion components of issues. There are usually no right or wrong answers during group discussions, as there may be during the class session. In the counseling session, everyone is allowed their own opinion, as long as they state the opinion in a way that is not offensive to the group or to other people.

Perceptions of the Director

The director viewed her role as primarily one of support for TC&C. She was responsible for administrative tasks related to program implementation, such as purchasing supplies and paying bills. She was also part of the brainstorming session that occurred among the staff to define ways students could access the community.

From the director's perspective, TC&C added content to the educational curriculum that was not present before. There was no textbook that addressed the issue of crime and what it means. In addition to the educational component, TC&C added to JRI/EP services through its integration into the counseling sessions.

According to the director, TC&C helped both staff and youth to see the youth as both a resource as well as the problem. TC&C helps youth to see that they are already experts in the area of crime, and that they can use their expertise to help their communities. The speaking they do to student groups is an example of their value as resources. When they do these presentations, the director commented that she was pleased that they did not take a "macho" attitude about their behaviors, but rather talked with students about how they "really did not want to be here."

What do youth think it takes for TC&C to be successful?

This question was not able to be addressed. No student still at JRI/EP had completed enough sessions of TC&C to be able to discuss their opinions of the program.

What do staff think it takes for TC&C to be successful in a juvenile detention setting?

According to the director, for TC&C to be successful, staff must believe that the youth can be resources. This takes educating staff within the center, since it is the staff who have to get the students to believe that they can be resources.

The director also believes that successful implementation of TC&C takes creative thinking on the part of the teacher. Of particular importance was creatively defining ways that youth in a secure detention facility could have access to and make an impact on the community.

According to the teacher, to be successful, TC&C takes "constant effort." The effort involved in implementing TC&C includes finding resource people, implementing projects, and getting students to use the curriculum. TC&C is not something that, once started, will "go on its own."

According to the counselor, for TC&C to be successful it must be adapted to the setting. At JRI/EP, several issues were relevant to the program's implementation. For example, the fact that the youth are not able to go out into the community had to be overcome. Also, the counselor intentionally avoided certain topics of TC&C because the group is transient, the youth may have difficulty talking about them, and/or there may be offenders in the group. Topics avoided in the counseling sessions were acquaintance rape, child abuse and gang violence. On the other hand, topics particularly relevant were death, the juvenile versus adult system, In Re: Gault and drug trafficking.

The counselor also commented that he liked the improvements made in the new text. He was surprised how much the JRI/EP clients "grasped" the topics and how motivated some youth became in doing the posters for the community.

What does it take to institutionalize TC&C within a juvenile detention setting?

According to the teacher, TC&C is likely to continue at JRI/EP next year. If funding is provided, efforts will be made to do more community newsletter publications. City Mission Society was instrumental in getting poetry and letters published, but they cannot be hired next year without additional funds. Similarly,

while the AIDS educator is now paid through DYS, the teacher was not certain how long this service would be free to JRI/EP.

If additional funding is not received from NCPC, the curriculum would still be used, but not as consistently as at present. According to the teacher, the twelve lessons from the text that are applicable to this population would probably be integrated into the curriculum. While the teaching and counseling components of TC&C would continue, the teen action projects would be discontinued. The director concurred with the teacher that without funding, TC&C would lose "that part of the program that connects them to the community."

Institutionalization of TC&C within this detention center is particularly likely because it has the support of the director. The program is discussed at clinical and management meetings, and any information from NCPC is shared among staff. Although nothing is written into the residents' handbook about TC&C, it is generally understood to be part of the program.

According to the director, TC&C would continue at the center if the teacher were no longer there. It is a permanent part of the center's educational curriculum. Also, because TC&C changed the way JRI/EP staff think about their relationship to the community, an evening program has been started where youth released from DYS can come to the center for recreation. Currently, this is a volunteer effort of the staff.

Further, JRI/EP staff are talking about ways to involve parents in the program. They are considering working with parents on dealing with their youth once they are released from DYS.

The counselor believes that TC&C would continue as part of the group counseling if he were no longer at JRI/EP. The appropriateness of the topics was cited as the reason why TC&C appears to be institutionalized within the counseling component of the program. The counselor also indicted that he would take the program with him to another juvenile detention setting, if he were to leave JRI/EP.

To date, it appears that JRI/EP is the only program within DYS that is using TC&C with juvenile delinquents. Both the counselor and the director indicated that they do not know of any other delinquency program that is using this curriculum.

Potentially, JRI could use TC&C within the two treatment programs that it also operates. Institutionalization of the counseling use of TC&C could be enhanced if the supervisor of counseling were to talk about the program with other treatment supervisors at their monthly meeting.

Institutionalization throughout DYS is possible but perceived to be unlikely by the teacher. Apparently, about seven years ago, the Department had a standardized curriculum on crime, courts and drug abuse that was to be used throughout all Department-funded programs. However, the curriculum was not well-received by the teachers and is no longer being used. Currently, the Director of Education at DYS is talking about a standardized curriculum, but there are no funds for purchasing textbooks. Further, state budget cuts have decreased the Education Department's staff, therefore decreasing the likelihood that any new activities will be taken on.

If the decision were made to try to institutionalize TC&C throughout DYS, mechanisms are in place that can be used to enhance the effort. The education coordinators meet with the Education Director every few months for full-day meetings. The Education Director usually looks for presentations to be made at these meetings. These meetings would provide a good opportunity for educating other agencies about TC&C and its value to delinquency treatment programs. The teacher indicated that he would ask to make a presentation

about TC&C at this meeting. He also indicated that it would be helpful if resources were available to give each education coordinator a copy of the TC&C textbook at this meeting. If interested, the coordinators could purchase texts for their students from their own education budgets.

Another mechanism for institutionalizing TC&C within the DYS is the meetings that are held with directors of secure units. The director offered to speak about TC&C at this meeting, where she believes it is likely that other directors would become interested in the program. She indicated that some of these units already have victim awareness programs, and several probation offices use LRE-type curricula in their settings.

Both the teacher and the director mentioned that they have, or have plans, to assist with the institutionalization of TC&C beyond juvenile delinquency settings. The teacher noted that he is talking about TC&C as part of a presentation at a national convention sponsored by the National Resource Center for Youth and the National Network for Runaway and Youth Services in San Diego, entitled "Working with America's Youth."

The director sees great potential for TC&C to be integrated with the Stay Straight program for middle-school students just outside of the Boston area. She will also be speaking about the program at the Judges Conference. She indicated that she had already spoken of how TC&C is used with violent offenders at the Massachusetts Trial Court Division of the Judicial Institute, at the Office of the Commissioner of Probation, and to DYS.

Other comments made by staff.

The teacher, counselor and director were asked if they had any other comments about TC&C. Their comments included:

- NCPC and NICEL could help program staff to network with others using the program in similar settings. This would allow for "trouble-shooting" of common problems that arise.

- The small grant and free textbooks received to help implement TC&C was particularly valuable to JRI/EP. The grant was spent almost exclusively on the drama and poetry training of the City Mission Society. This provided youth with African-American role models and directions for potential careers. Neither this program nor the AIDS Educator can continue without additional resources.

Summary and Conclusions

TC&C implementation at JRI/EP is unique in its inclusion of the program both within teaching and counseling. The program fits particularly well within this setting because the mission of JRI/EP includes a focus on crime and the prevention of future delinquency.

In many ways, TC&C implemented at JRI/EP contains the elements thought to be essential for program success:

- If a youth stayed at the program long enough, he would have received a minimum of 10 or 15 sessions. By the time the pre-post tested youth left JRI, they had taken between 5 and 15 class sessions of TC&C, with an average of 8.9 sessions, and an average of 14 weekly group sessions.

- A variety of strategies were used to teach students. Readings, videos, and counseling sessions were all involved in the implementation of TC&C at this site.

- The program encompassed positive peer interactions through class discussions, counseling discussions, drama classes and interactions with student groups who visited the program.

- Resource people were used through guest speakers and the City Mission Society trainers.

- The staff reported that the students became very engaged in the poetry writing, and that none of the students were "lukewarm" about the program.

- Program concepts were directly applied to students' lives both within the facility through group counseling and in the community through the poetry writing and publications.

- The program did emphasize student responsibility for the community in that students had to view their behaviors in relation to their impact on victims and the community.

- The TC&C teacher and counselor had both attended training conferences sponsored by NCPC and NICEL.

- TC&C at JRI/EP has strong support from the administration.

On the other hand, there were a few elements of success that were not clearly present in this program:

- The focus of the program was more on empathy for victims and the juvenile justice system than on crime and crime prevention. This focus was appropriate for the serious delinquents at JRI/EP.

- Similarly, it was not appropriate to discuss prevention with these youth. Therefore, the program does not appear to have attempted to teach youth that prevention was possible and desirable.

In conclusion, TC&C appears to be strong at JRI/EP. It is integrated throughout the program and appears to be delivered with integrity. The pre-post data from the small sample of youth supports the hypothesis that TC&C may have changed knowledge and attitudes of youth. TC&C at JRI/EP demonstrates that TC&C is flexible enough to adapt to a setting quite different from the classroom for which it was originally designed.

VIRGINIA BEACH JUVENILE COURT SERVICES UNIT

The 1992 evaluation of the Virginia Beach Juvenile Court Services Unit focused on:

- assessing the impact of TC&C on youths' knowledge, behaviors, precursors to law-abiding behaviors and attitudes, and
- describing the second year of TC&C implementation at this site.

The evaluation was designed to answer the following questions:

- What are the characteristics of the youth referred from the court services unit to TC&C? Why are they selected? Are many more selected than can be included in the program?
- Is there a significant change in knowledge, precursors of law-abiding behaviors and attitudes for youth participating in TC&C compared with a randomly selected control group of youth referred to the program?
- Is there a significant difference in recidivism rates for youth trained in TC&C compared with a matched comparison group?
- Exactly how was TC&C implemented at this site this year? That is, how many groups of youth? What teachers were involved? What topics were covered?
- What teen action projects were implemented this year?
- What other resources were brought to the program from the community?
- What modifications, if any, were made to the TC&C curriculum to make it more applicable to this population?
- What are the perceptions of students, staff and administrators about the program and its impact?
- Will TC&C be institutionalized into this probation program? Where will it fit within the organization? What factors contributed to the decision to institutionalize (or not institutionalize) TC&C?
- What does it take for TC&C to be successful? What elements hypothesized by NCPC/NICEL to predict success were applied at this site?

Methodology

The initial design for this evaluation involved collection of both impact and implementation data. Impact data were to include pre-post changes in attitude and knowledge among program and control group youth, and differences between the groups in recidivism rates.

Prior to initiating data collection, the evaluator worked with the TC&C coordinator to determine how youth are referred to the program, and to identify an adequate comparison group. Youth were randomly selected

for the comparison group from among all youth who were on probation. According to the TC&C coordinator, youth in TC&C were also a fairly random cross-section of all youth on probation.

Initially, 20 youth were expected to participate in TC&C between January and July, 1992, two groups of 10 students each. However, the first TC&C group was facilitated by two trained staff who were not able to handle the behavior problems in this particular group. Although the trainers were able to cover the course content, they were not able to manage a group project. As a result, only one group of 8 youth participated in the full TC&C program, led by the TC&C coordinator.

The final evaluation group consisted of 8 program youth who participated in the second TC&C program, and 12 comparison youth. All youth were pretested. However, the posttesting of the youth became unmanageable because of the difficulties tracking comparison group youth. The staff spent several hours trying to locate these youth. They found that several had disconnected numbers, one moved, and two were homeless with no forwarding address. Therefore, rather than spending time trying to get the youth to complete the posttest, the TC&C coordinator concentrated her time on getting recidivism statistics on the two groups.

The TC&C coordinator compiled attendance data on each youth, and also retrieved follow-up data on program and control group youth three months after completion of TC&C. Unfortunately, there was not sufficient time to collect long-term follow-up data on program and comparison group youth within the time frame of the 1992 evaluation.

A site visit was also made by the evaluator to interview the TC&C coordinator, the co-trainer of the second session, three youth and the unit administrator. Information was obtained about changes in the implementation of TC&C since last year, opinions about the types of impact TC&C has had on students, staff and the community, whether the program is becoming institutionalized at the facility, and what it takes for TC&C to be successful.

Data Analysis

Both quantitative and qualitative data were gathered, and therefore analyzed for this site. The quantitative data examined differences in the current status of TC&C youth compared to the comparison youth. Qualitative analyses involved the content analysis of the responses to the interviews conducted during the site visits.

Answers to the Evaluation Questions

The following pages present the results from the interviews and tracking of program and comparison youth, according to the original evaluation questions.

What are the characteristics of the youth referred from the court services unit to TC&C? Why are they selected? Are many more selected than can be included in the program?

The only selection criteria for youth referred to TC&C is that they are on probation and living in the community. Youth are referred to the program by their probation counselors. The counselors select those youth who they believe would benefit from the program. According to the TC&C coordinator, there are many more youth referred to TC&C than can be involved with the program.

Is there a significant change in knowledge, precursors of law-abiding behaviors and attitudes for youth participating in TC&C compared with a randomly selected control group of youth referred to the program?

As mentioned previously, the staff were unable to obtain sufficient follow-up data on the youth to answer this question.

Is there a significant difference in recidivism rates for youth trained in TC&C compared with a matched comparison group?

Three-month follow-up data on the 8 program youth and 12 control youth show the following comparison:

TABLE 8

CHARGES	PROGRAM YOUTH	COMPARISON YOUTH
NONE	6	7
VIOLATION OF PROBATION	1	4
EMBEZZLEMENT	0	1
B&E	1	0

Although the small sample size requires that any interpretation of these differences be done cautiously, the data suggest that those involved in TC&C have had fewer charges against them three months later than the comparison youth. Only 2 of the 8 program youth, contrasted with 5 of the 12 comparison youth, had charges filed against them at the time of data collection.

According to the TC&C coordinator, the probation counselors' opinions confirm this interpretation of the data. The probation officers have indicated to her that TC&C does have an impact on youths' behaviors.

Exactly how was TC&C implemented at this site this year? That is, how many groups of youth? What teachers were involved? What topics were covered?

As mentioned previously, two groups of youth participated in TC&C. Youth in the first group participated only in the class lectures and discussions. Because of the promotion and subsequent time constraints of the TC&C coordinator, the first group training was conducted by two probation counselors who were not accustomed to working with groups of youth with problem behaviors. However, these two facilitators were not able to work as a team and could not manage the particularly difficult behaviors exhibited in their group. The youth in this group tried to organize a Christmas party and to do a video. Neither were completed.

In response to the situation, the TC&C coordinator took it upon herself to conduct the second TC&C group. She used an African-American male probation counselor as a co-trainer. The program content was virtually the same as the content of sessions held last year.

Nine youth were selected to participate in this group. One was subsequently asked to leave because of attendance problems. According to the TC&C coordinator, the remaining 8 youth attended all of the TC&C sessions. Only two were provided transportation by the program staff. The other 6 youth were transported by their parents.

What teen action projects were implemented this year?

The second group of youth discussed several projects and decided to produce a crime prevention video. The TC&C coordinator decided not to replicate the "kid's carnival" that was implemented last year, primarily because other organizations were already organizing similar events.

The video that was produced depicted several youth from the second group. Youth were involved in writing the script and acting the parts. Some of the TC&C grant was used to hire a professional from a local television station to videotape various scenes, and to edit the final copy. The tape involved several scenarios of different types of crime, showing how youth are caught by the police, and what happens in court. In several scenes, the youth "come out of role," and make statements to the audience about not engaging in the behaviors that were portrayed.

According to the coordinator, the video will be a contribution to the community. It can be used as a prevention tool, and can help parents understand the court system. It demonstrates, through volunteer youth actors, the things other youth should not want to do.

The coordinator indicated that it is very difficult to implement community projects at the unit. Maintaining the confidentiality of the youth, with respect to their delinquent histories, causes problems. Parents do not want the community to know that the youth are on probation. This limits the extent to which newspaper articles or other public awareness media can be used to promote the projects.

The coordinator also indicated that having the students select the particular project was a critical element to its success. The project was considered to be the "key" to TC&C success in increasing self-esteem because it gave youth a sense of achievement.

What other resources were brought to the program from the community?

Several community resources were involved in the video. Police were involved as actors in the video. The Assistant Director of the Unit played the role of the local judge, and allowed youth to use his home for one of the scenes. The local television professional provided his service at a discounted rate.

The TC&C classes also involved resource people. An AIDS educator made a presentation to the youth. The youth visited a prison and talked with prisoners. A drug counselor talked about drugs and drug selling, and a police officer visited the group.

What modifications, if any, were made to the TC&C curriculum to make it more applicable to this population?

TC&C in this setting borrows heavily from the Street Law program. According to the TC&C coordinator, TC&C is "Street Law with a project." She also indicated that she added a section of values to the program.

The other way the program was changed was in its focus. According to the TC&C coordinator, the program focuses on youth as victims. In this setting, youth are victimizing others, and the curriculum she presents is changed to focus on this fact. When she implements the program, she focuses on what it feels like to be a victim.

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A third change made this year was the involvement of a middle-aged, African-American male as co-trainer. This was thought to help in discussions that involved racial issues. The fact that the co-trainer was "older" and a parent was also useful during some of the discussions.

What are the perceptions of students, staff and administrators about the program and its impact?

Student Perceptions

Three African-American males, two aged 15 and one 17-year-old, were interviewed as a group about their involvement in TC&C.

All of the youth believed that TC&C was a good way to learn. It was the youths' opinions that the program looked at crime "from the kids' perspectives." The program made them "think twice" about their behaviors. Involvement in the teen action project showed the community that the youth were trying to help themselves.

TC&C taught them that acts have consequences. It also taught them how to prevent being victimized by "walking away."

The youth reported liking all of the topics covered in the program. They did not dislike any topic, and did not have favorite topics. The only topic one student said he'd like added to the program was "more about families."

When asked if TC&C got them interested in anything new, the following responses were given:

- Two students reported that TC&C taught them about "being nice to people."
- One student said he learned the consequences of various types of crime.

Two youth said they felt better about themselves as a result of their involvement in the program. One said he felt better about himself by learning and having fun at the same time, getting to know other youth, and being able to talk without having to "hold anything back." Another said he could talk about his problems with assurance that the TC&C instructor "wouldn't tell mom." Another comment was that they learned that there are a lot of other youth "in the same boat" as themselves, that they were not the "baddest," and that there were a lot of other people that were "worse off" than them.

Two youth also reported that TC&C changed their feelings about their own futures. One said that before involvement in TC&C, he thought that he would be in trouble the rest of his life. Now, he believes that he can do anything he "puts his mind to." The other youth said that TC&C "made him sad." He realized that he will always have a record, and that his plans to go into the service have been destroyed because of his past behavior. Now, he is not sure about his future.

Two students reported participating in TC&C more than in other classes. These students said they participated more because TC&C "wasn't boring," and because it "talked about meaningful things."

The only speaker these youth could remember was an AIDS presenter. The students reported learning from the AIDS speaker's presentation. They indicated that the school AIDS program did not cover as much about ways they could get the disease, as was covered during the TC&C presentation.

When asked about teen action projects, the youth indicated that they had thought of several different projects to do. Each youth gave one idea for a project. They considered such activities as doing a fundraiser to give money to the handicapped, a carnival, and a basketball game for pay, giving the proceeds to charity. The final choice was the crime prevention video. Each youth had a role in its production from script-writing to acting.

All youth said that they learned something from doing the project. One learned that he could act and that he was not camera-shy. The other two learned that they do have talents.

When asked what they didn't like about the projects, the youth said that they did not like having to get up early in the morning to do the taping, and the long rides around the city to get from scene to scene.

When asked what other projects they would like to implement, talking to other youth about the consequences of crime was mentioned. They indicated that teens talking to children would have a greater impact than adults talking to children, especially if the teens know the children.

All three youth said that they got ideas about how they could be leaders in their communities from participating in TC&C. One said he could teach other youth that "crime isn't worth it." Another said he'd teach other youth to stay away from certain crowds that could "get them in trouble." The third said he learned that "if they could put their minds to doing bad, they could put their minds to doing good and helping people instead of hurting them."

When asked if TC&C changed their attitudes about anything, two youth said "yes," and one said "maybe." One said that making the video changed his attitudes about the police. Another said he learned to "walk away," and to "stop and think" before doing anything.

The youth discussed the problems in their community. Lack of jobs was considered a major reason why youth turn to crime. Violence was mentioned as both drug-related and a method by which youth can "prove themselves." Drug dealing and use were mentioned as other problems. They indicated that some youth keep a job to "keep off suspicion" of their drug selling. Another said that youth do drugs for "status."

The youth were not optimistic about solving these problems. They indicated that perhaps they can make "a small dent," but that it would take a lot more than a project to solve these social problems.

Perceptions of the TC&C Coordinator

The TC&C coordinator indicated that TC&C makes youth feel better about themselves because they accomplished something positive. While some of the situations in the textbook are "hokey," overall, the program contents are relevant to these youth.

When asked if TC&C increased students' awareness about crime and crime prevention, the coordinator responded "I'd like to think it did." She definitely noticed that the youth talked more in this group than they typically do while at the unit. Also, many of the youth wanted to continue the group meetings, but resources were not available to do this. Aftercare by unit staff is only available to youth who were returning from residential placements.

On the other hand, the coordinator did not believe that TC&C reduced crime. She indicated that the youth she serves "live for today." They typically do not think about the consequences of their behavior until the behavior has occurred.

The coordinator also expressed disappointment that the TC&C parent groups were not successful either year of the program. Ideally, a parent group should be conducted at the same time the youth are meeting. She did have a facilitator available during some of the sessions, but parents stopped coming. She attributed their absence to the fact that these youth are required to go to counseling with their parents. Coming to another parent group may be "too much" for them. She also indicated that it is unrealistic to expect to change the dysfunctional family situations of some of the youth within a nine-week program.

The coordinator indicated that the parents were impressed with the video made by the youth; that it helped parents to recognize the strengths among their children rather than focusing on their weaknesses.

When asked if TC&C expanded the services of the unit in any way, the coordinator responded "yes." TC&C offered one more resource for dealing with troubled adolescents. She indicated that the probation counselors were asking her when the next group would be started.

The coordinator also noted that she was faced with another confidentiality issue, other than public awareness about the identity of the youth in the video, that arose during the sessions. It was not uncommon for a youth to confidentiality reveal that s/he is doing something against probation. The coordinator has an obligation to tell the probation counselor, but does not want to lose the trust, honesty and openness of the youth.

Overall, the coordinator felt that TC&C was not practical to implement with these youth in this setting. There are transportation problems since the youth are not required to come to the program. There are confidentiality problems, both internal and external to the program. The curriculum focuses on victims, when the youth are victimizers. Although the topics offer meaningful discussions for the youth, the program is not long enough to make a different in their lives.

Perceptions of the TC&C Co-Trainer

The TC&C co-trainer had more positive opinions of the impact of TC&C. According to the co-trainer, TC&C did reduce the risk of crime and encouraged crime prevention, especially for the youth who committed acts of violence. In the co-trainer's opinions, youth become more aware of how victims feel as a result of the TC&C discussions.

According to the co-trainer, TC&C teaches the youth to "stop and think." It made them aware of the consequences of their actions, and left them with high ideals about their possibilities. The co-trainer felt it was unfortunate, however, that the program could not continue, and that these youth had to return to dysfunctional families.

The co-trainer also believed that TC&C increased youths' commitment to legitimate social norms. They were able to talk directly to the police, and express their feelings. During the talk, the police acknowledged that "there are some good police and some bad police." This acknowledgement, apparently, increased youths' respect for the police.

Another reason why the youths' commitment was increased is that they were impressed by the fact that the coordinator, co-trainer and resource people were participating in the program with no compensation.

Youths' attachment to adults also increased, according to the co-trainer. He believed that the youth became more attached to him and better understood the parental role as a result of the program. He said that his age was important, as was his parent status. Youth saw him as a parent, but one they could relate to.

In spite of his positive opinions about the impact of TC&C, he agreed with the coordinator that TC&C did not reduce juvenile delinquency. The program is not long enough or intense enough to truly have an impact on the lives of these highly-troubled youth.

Will TC&C be institutionalized into this probation program? Where will it fit within the organization? What factors contributed to the decision to institutionalize (or not institutionalize) TC&C?

The court services administrator, the TC&C coordinator and the co-trainer were asked for their opinions about the institutionalization of the program within the unit.

From the administrator's perspective, the institutionalization of TC&C would require the dedication of staff to implement and coordinate the program. Recently, the TC&C coordinator was promoted, leaving her less time to teach the program. And, there are no funds for hiring someone to teach TC&C or to support the youth projects. He believes that in the TC&C coordinator's absence, TC&C will not be implemented next year.

As far as the administrator knows, no teacher has volunteered to teach TC&C next year. While TC&C is a good program, it requires funds to support projects, refreshments for group meetings, etc. Recent budget cuts have resulted in the deletion of all non-mandated programs.

The administrator did not view his role as important to continuing the program next year. He sees his role as a vehicle supporting the program by giving permission for it to be implemented. To further institutionalize the program, at most, the administrator could tell staff about the program, but it would be the supervisor's decision whether or not to implement it.

From the co-trainer's perspective, TC&C should be continued next year. His primary reason for wanting the program to continue is that the youth are very interested in TC&C. He indicated that the "word is out" among the youth about the program, and that TC&C provides youth with an opportunity often absent in their lives -- to use their skills in a positive manner. In spite of his desires, the co-trainer indicated that without additional funding, TC&C will probably end at this site.

From the TC&C coordinator's perspective, the program will not be implemented next year. The coordinator will spend her time on Street Law, because it is easier to implement. Street Law at the Unit involves first time offenders, and the youth are court-ordered to participate. The youth come on their own for two hours every Monday, she is familiar with it as she has been teaching Street Law for four years, and the program does not include a project. With the staffing cuts at the Unit, the staff are already doing "double the work," and simply do not have the time to implement TC&C.

For TC&C to continue, there must be other staff willing to facilitate the groups and monitor the projects. There must be a staff person to follow-up on youth who do not come to a session, to review the youths' records to understand the situations of their families and the family backgrounds of the youth, to take calls from youth outside of the sessions, to run the groups and to do a project outside of group time. These tasks consume a great amount of time, and there is no funding available to compensate the facilitator. Therefore, she feels it is unlikely that it will continue. She did note, however, that she has integrated some components of TC&C into the Street Law program.

If efforts were to be taken to institutionalize TC&C statewide, there are several mechanisms available to do this. Presentations could be made at the Virginia Juvenile Officers' Association which holds statewide

conferences, or at the quarterly meetings of the Virginia Court Services Units. The Director of the State Office could also mandate the use of TC&C, with or without additional funding.

What does it take for TC&C to be successful? What elements hypothesized by NCPC/NICEL to predict success were applied at this site?

From the administrator's perspective, TC&C requires energetic staff willing to "keep things going." It requires channeling youth into the program, and having projects that challenge them. It also requires some funds for projects and refreshments.

From the co-trainer's perspective, for TC&C to be successful the instructors must not set unrealistic goals for the youth. They must be advocates for youth, and should have experience working with juvenile delinquents as group facilitators. Financial support was seen as desirable, in that it takes away the strain of providing resources for refreshments, certificates, project costs, etc.

From the TC&C coordinator's perspective, to be successful TC&C needs a strong facilitator with initiative. The facilitator must have good group skills, and good "people" skills. The facilitator must be able to control a group of problem youth. Also, to be successful, the youth need to feel invested in the program.

This TC&C program met many essential elements of program success:

- It used a variety of techniques, including didactics, discussions, speakers and field trips, to teach youth.
- It involved positive peer interaction through the discussions and the project,
- It used appropriate resource people,
- Youth were engaged in a youth-led project,
- It focused on crime prevention by helping youth become aware of the consequences of their actions,
- It applied crime prevention experiences to real life situations,
- It focused on crime prevention as desirable,
- Through the crime prevention video, it emphasized student responsibility for the community, and
- The program has the support of the administration.

While all elements of success were implemented in this program, the first TC&C group was not successful. Apparently, the severe behavior problems of the youth, coupled with the lack of team work between the facilitators led to the failure of this group in completing a teen action project.

Summary and Conclusions

In spite of its proper implementation, it appears that TC&C will not be continued in this setting. The major reason for its discontinuation is that it simply takes too much time to implement. There are many tasks outside of the program that must be undertaken by the facilitator, and the teen action projects also consume large amounts of time.

The data are inconsistent concerning the impact of TC&C for youth on probation. It appears from the comments of the coordinator and co-trainer that TC&C for serious offenders on probation is not likely to have as strong an impact as desired. The program appears to have increased youths' awareness of themselves and their abilities, but the short length of the program, coupled with the serious family problems of the youth, interfere with its ability to have the intended long-term impact on their behaviors.

On the other hand, the small amount of recidivism data and reports of the probation counselors' comments suggest that TC&C may affect recidivism rates of these youth. However, these data should be viewed cautiously. During the site visit, the coordinator mentioned the success of last year's group in attending the sessions and organizing the fair. In spite of their success, 6 of the 10 youth in that group were eventually committed to treatment programs. She contrasted these statistics to an 11% recidivism rate for the youth involved in the Street Law program. From the coordinator's perspective, TC&C is not long enough, there is no aftercare for youth after completing the program, and it is unrealistic to expect the program to change family lives and situations. However, the coordinator did admit that, from the probation counselors' perspective, TC&C makes a difference in the lives of these youth.

As the coordinator discussed, TC&C may be more effective with first time offenders than with youth on probation. Results from the site visit also suggest that co-trainers must work well together in order for TC&C to be successful with probation youth.

The results from this evaluation suggest that TC&C can be an important starting point for rehabilitating serious youth on probation. Given a proper team of facilitators and sufficient staff time, the program may effectively increase youths' awareness of crime, its consequences, and its impact on their lives. Future TC&C projects with probation youth should investigate the role of follow-up sessions and additional teen action projects on enhancing TC&C's impact on delinquent behaviors.

META-ANALYSIS

Data from the 1992 evaluations were analyzed to provide insights into what it takes for TC&C to be successful. The analysis addressed the question of whether TC&C, as implemented in the rural and juvenile delinquency sites, met its objectives. In addition, the meta-analysis addressed the eleven evaluation questions listed in the beginning of this report.

The meta-analysis consisted of:

- the qualitative review of information obtained from the site evaluations, and
- compilation and reanalysis of quantitative data from the ten rural schools.

The following analyses present each evaluation objective and question, followed by the evaluation results that address them.

TC&C Objectives:

To increase teens' knowledge about teen victimization and crime prevention.

Aggregate analysis of pre-post change in the knowledge scores from the 10 Iowa schools demonstrate that TC&C increases students knowledge of teen victimization and crime prevention. Individual item analyses identified improved knowledge of the TC&C students on 17 items of the knowledge scale. This compared with 5 changes in knowledge of the comparison students, only two in the appropriate direction. In addition, comparison of the pretest scores of both groups demonstrated no significant difference in knowledge at the pretest time.[8]

Since the TC&C and comparison students were similar in knowledge level at the pretest, and there was a significant group-by-time interaction comparing the two groups over time, the hypothesis that TC&C *caused* the knowledge change is supported. This is the first empirical evidence of the role of TC&C in increasing youth's knowledge of crime and crime prevention.

Results from the pre-post analysis of knowledge change among delinquents at JRI/EP tend to corroborate this conclusion. Although the results did not reach statistical significance, there was a clear trend of increased knowledge among the 10 youth involved in the pre-post testing.

To reduce teens' victimization by crime.

The extent to which this objective was met could only be indirectly measured through an analysis of the change in knowledge scores, as described above. It was hypothesized that the more teens learn about teen victimization, the greater the reduction of risk of victimization.

As indicated, the results from the analysis of the rural data show increases in knowledge. Results from JRI/EP suggest a trend toward increased knowledge.

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[8] T-test=1.30; P $\leq$ .195

In addition to this quantitative analysis, the level of involvement of teens in community-based action projects adds some evidence of potential reduction in risk of victimization. In 9 of the 10 rural schools, and in the two juvenile delinquency sites, youth were involved in action projects. In both Sigourney and Fox Valley schools, youth worked in small groups to accomplish these projects. In both places, both students and teachers indicated that these projects were successful.

To improve students' commitment to legitimate social norms.

This was assessed by pre-post analysis of the commitment subscale of the attitudes/behaviors measure. Specifically, the group-by-time interaction within a repeated measures analysis of variance was computed for the rural sites, because these were the only sites with comparison groups.

The results from this analysis indicated that there was no significant increase in commitment of the TC&C students to legitimate social norms. However, there was a trend in the appropriate direction and the group-by-time interaction almost reached statistical significance.[9] On 1 of the 7 items of the subscale, there was a statistically significant pre-post difference for the TC&C group. At the posttest, the TC&C students were significantly more likely to agree that in the past three months "things (they) learned in (their) classes were really helpful to (them)."

Analysis of the responses of TC&C teachers suggests that, on the whole, TC&C does affect student's commitment to legitimate social norms. This was true in rural sites as well as in the programs for delinquents, with one exception. The teacher at Fox Valley schools indicated that changes in commitment were not apparent among the high school students.

It is interesting to note that several different reasons were given for why TC&C had an impact on commitment to legitimate social norms. At the probation site in Virginia Beach, the change was thought to be due to the opportunity the youth had to talk directly to police and express their feelings. At the juvenile detention facility in Massachusetts, TC&C was described as a vehicle for getting students' attention about their criminal behaviors and motivating them to change. In the Iowa school settings, teachers believed students' commitment increased because they became more sensitive to the need to comply and to the consequences of non-compliance.

To enhance youths' attachment to adults, particularly authority figures.

Pre-post analysis of the attachment subscale of the attitudes/behaviors measure did not demonstrate significant increases in attachment to authority figures among the TC&C students in rural schools. Although the results were not significant, the change was in the appropriate direction -- on the average, program students increased their attachment level by 0.33, while the control student increased their attachment by 0.06. There were no statistically significant differences on individual items of this subscale.

On a subjective level, all but one of the teachers interviewed during the site visits believed that TC&C increased youths' attachment to adults. Various reasons and examples of this increased attachment were given. The teacher in Sigourney suggested that the increased attachment was due to the students having to work with adults in the community to complete their projects. From the JRI/EP teacher's perspective, attachment was evidenced by youths not wanting to complete their projects so as to keep the resource person returning to the center. In Milton, the sheriff noticed increased attachment because of increased

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[9] ($F_{pre\text{-}post} = 2.67$; $p \leq 0.10$)

youth reporting of crime. In Virginia Beach, the co-trainer indicated that youth were becoming attached to him, as an African-American older male and parent.

Thus, there are inconsistent findings about the extent to which TC&C enhances youths' attachment to authority figures. Perhaps this is due to the fact that subjective reasons for increased attachment are related to authority figures other than teachers, while the attachment scale only relates to teachers. Perhaps this scale should be revised in the future to related to a broader range of authority figures.

To expand youths' involvement in productive, crime-reducing, community-oriented activities.

Content analysis of responses to student and teacher interviews at the four sites demonstrated that TC&C expanded the involvement of youth in productive, crime-reducing, community-oriented activities. Even youth who were "locked away" from the community were able to become involved in community-oriented activities through correspondence with local newspapers and placement of posters in local businesses.

In addition, teachers' responses to the post-program survey provides some quantitative data about the number of projects completed, the extent to which they were community (versus class or school) oriented, and whether the number of action projects completed in 1992 was fewer, more or the same as the number of teen action projects completed by teachers with similar classes in previous years. Teacher survey responses indicated that a total of 44 projects were completed among the 10 schools. Thirteen were in-school projects; 13 were cross-school; and 18 involved the community. One-half of the teachers said that they spent more time on teen action projects this year compared to last year. Only two teachers spent the same or less time on student projects (three teachers did not teach TC&C last year, for whom this question was not applicable).

These projects appear to have increased students' altruism. There was a significant group-by-time interaction on the helpfulness scale, with TC&C students gaining 0.45 points while the comparison students' scores declined an average of 0.42 points.

To increase their belief that rules and laws are necessary in society, and that they are fair and reasonable enough to be obeyed.

This was assessed by pre-post analysis of the "Belief in Ethical Rules" subscale of the attitudes/behaviors measure. The results from the rural schools indicates that TC&C students showed a significant increase in their belief in ethical rules at the posttest time, while the comparison students did not. While there was no statistically significant pre-post difference in beliefs among the JRI/EP youth, the scale scores did increase in the proper direction. The lack of statistical significance may be attributed to the small sample size.

Subjective comments of TC&C teachers supported the conclusion that TC&C increased students' respect for rules. The JRI/EP instructor reported that the "You Be the Judge" exercises and "What Would You Do?" exercises were particularly useful in changing students' attitudes about laws. From this teacher's perspective, TC&C "gets kids talking and thinking about serious issues, when they would rather not," increases youths' acceptance of talking about their problems, and decreases youths' denial and avoidance of their delinquency. Similarly, the teacher in Milton reported that the eighth graders seemed to increase their belief in rules and laws as a result of involvement with TC&C.

To promote positive labelling within the classroom.

Content analysis of responses to student and teacher interviews provided limited evidence of the extent to which students typically "negatively" labelled had positive experiences with TC&C. The Sigourney teacher reported that students otherwise ostracized by others interacted well in his TC&C class. The Milton teacher reported that problem behaviors of students were used for class discussions. In Virginia Beach, positive labelling was promoted as reported by the youth who said that they learned that they do have talents and could put their mind to "doing good" if they wanted to.

On the other hand, there were no statistically significant differences on the labelling subscale of the attitudes questionnaire. The lack of difference may be due to the small number of items on this subscale. Or, the lack of difference may be due to the fact that there may have been few "negative" students in the rural schools.

To provide opportunities for successful interaction of problem youth with mainstream classmates.

Content analysis of teachers' and students' comments about the teen action projects looked for evidence that problem youth were more accepted and/or more involved in TC&C compared with other classes. In the rural schools, there were few reports of "problem youth." In Virginia Beach and JRI/EP, all of the youth could have been classified as "problem youth."

Some evidence of successful interaction of problem youth with mainstream classmates is the role of JRI/EP youth with site visits from local schools. As the JRI/EP director commented, she was pleased that during these visits the youth acted in an appropriate manner. Apart from this example, there appeared to be few opportunities for interaction between problem and mainstream youth in the settings evaluated.

To reduce teen delinquency.

Reduction in teen delinquency can be inferred by the significant changes in precursors of law-abiding behaviors, as assessed by the delinquency subscales. The significant group-by-time interaction on this scale among the rural students supports the hypothesis that TC&C reduces the propensity toward delinquent behavior. This analysis only compares TC&C and comparison youth immediately after the course. The long term impact of this change is not yet known.

In addition, the limited data available from the tracking of the recidivism of program and control group youth in Virginia Beach lends some additional support for the accomplishment of this objective. In this analysis, there were fewer commitments of TC&C youth back into the juvenile justice system three months after taking TC&C. However, this finding should be viewed cautiously for two reasons. First, the small sample size makes any interpretations questionable. Second, the TC&C coordinator at the program indicated that there was a 60% recidivism rate among the youth involved in last year's program.

Subjective evidence of the impact of TC&C on future delinquent behaviors is contradictory. From the rural teachers' perspectives, TC&C may have prevented delinquent behavior, particularly among eighth graders. The teacher in Milton reported that these students became acutely aware of how crime affects themselves, their families and the legal system. They learned about the financial, emotional and physical costs of crime. The Sigourney teacher also believed that TC&C reduced teen delinquency, reporting that two chronic delinquents stopped their offenses after participating in his TC&C class.

In Virginia Beach, the consensus appears to be that TC&C is not long enough or intense enough to truly have an impact on the lives of these highly-troubled youth. In JRI/EP, the ten youth involved in the pre-post test showed a trend toward decreased delinquency. However, the TC&C teacher could not separate the impact of JRI/EP from the impact of TC&C in reducing delinquency.

Perhaps if TC&C were continued as an aftercare program, it might convincingly demonstrate an impact on problem behaviors for delinquent youth. On the other hand, it appears to be effective in decreasing delinquent tendencies for non-delinquent youth.

1992 Evaluation Questions:

What elements of the process can be shown to correlate with what is seen by others as a successful TC&C program (eg. teaching, training, peer interaction, youth involvement in action projects)?

The post-program teacher survey indicates that virtually all teachers implemented all of the elements hypothesized by NCPC/NICEL as predictors of successful TC&C. Only one teacher reported not doing a teen action project.

On a scale of 1 to 7, teachers reported an average rating of 5.1 in success in implementing TC&C. Teachers' ratings of success were strongly correlated with:

- the number of different chapters covered ($r=0.78$),
- the number of different teaching techniques used ($r=0.45$),
- reported sessions devoted to positive peer interaction ($r=0.67$),
- perceptions of relating concepts to real life ($r=0.44$),
- emphasis on students' responsibility for the community ($r=0.32$),
- hours spent on teen action projects ($r=0.31$), and
- perceptions of support from the administration ($r=0.76$).

Interestingly, perceptions of success were *negatively* correlated with changes in knowledge of students ($r=-0.37$). This finding is difficult to interpret.

What are the different levels of implementation of TC&C?

In all of the settings, the TC&C teachers implemented the program with integrity. In Virginia Beach, the program lasted nine weeks. At JRI/EP, the program continues for as long as the youth is at the detention center. In the rural schools, teachers covered, on the average, about three sessions on each TC&C topic.

TC&C appears to be a flexible program that can fit well within a variety of settings. Not all teachers cover all topics. Those common to all teachers in all settings were: teens and crime, and violent crime. For all other chapters of the text, there is at least one teacher in at least one setting who did not cover the topic.

Is there evidence that a greater intensity (number of hours of TC&C curriculum, number of hours involvement in TC&C projects) of TC&C application yields greater or proportionate positive change?

This question was addressed by correlating changes in attitudes and knowledge with the number of TC&C sessions conducted and the number of hours teachers reported spending on teen action projects.

The results indicated that there is no relationship between the number of TC&C sessions and any attitude or behavior changes. Similarly, the number of hours spent on teen action projects is not significantly correlated with changes in attitudes or knowledge.

Can a scale be constructed to measure the level of application of elements hypothesized to predicts successful TC&C implementation? If so, does level of implementation correlate with changes in knowledge or attitudes?

The following items from the teacher survey were aggregated into a scale:

- number of chapters on TC&C (range: 5 to 11),
- number of sessions on TC&C (range: 16 to 90),
- whether the teacher reported having specific, measurable goals (yes vs. no),
- perceptions of extent of focus on positive peer interactions (range: 5 to 7),
- perceptions of extent of focus on relating prevention to real life experiences (range: 5 to 7),
- percent of class focused on crime prevention (range: 35% to 57%),
- perception of emphasizing student responsibility for the community (range: 4 to 7),
- number of different educational techniques used (range: 5 to 7),
- number of different resource people used (range: 1 to 18),
- hours spent on teen action projects (range: 2 to 440),
- recruitment of others for support of TC&C implementation (yes vs. no), and
- help received from the administration (yes vs. no).

Teacher training was not included in this scale because all teachers reported having received training, thus leaving no variance on this item.

To examine the extent to which a scale of implementation could be developed, an alpha coefficient was calculated on the aforementioned set of items. The resulting alpha coefficient was 0.09. This indicates that the implementation of TC&C is not a homogeneous process. There appears to be no relationship between level of implementation of various components of TC&C. This finding supports the qualitative information suggesting that teachers implement TC&C according to the characteristics and needs of their students.

To what extent does participation in teen action projects contribute to knowledge and attitude change, beyond changes caused by participation in the class sessions?

Given the lack of correlation between hours spent on the teen action projects, number of class sessions devoted to TC&C and attitude/knowledge change, there is no justification for further multivariate analyses. Changes in attitude and knowledge appear to be related to elements of implementation other than the number of class sessions and hours of teen action projects.

A more interesting question is "What is correlated with student changes in attitudes and knowledge?" To answer this question, correlations were computed between change in attitudes and knowledge and the aforementioned measures of TC&C implementation. The following significant correlations were found:

- Increases in belief in ethical rules was correlated with teachers' focus on relating prevention to real life experiences ($r=0.28$), and with the number of resource people used ($r=0.47$).

- Increases in students' association with non-delinquent peers was correlated with the percent of sessions focused on prevention ($r=0.24$), and administrative support ($r=0.25$).

- Increases in altruism was correlated with teachers' relating prevention to real life experiences (r=0.21), and with the number of resource people used (r=0.22).

- Increased knowledge was correlated with teachers' report of support from other (r=0.39). Curiously, knowledge gain was also correlated with lower teacher perceptions of success (r=-0.37), fewer chapters of TC&C used (r=-0.25), teachers not having measurable goals (r=-.31), and teachers not focusing on student responsibility for their community (r=-0.24).

In summary, attitude change appears to be related to the focus on prevention and the use of resource people. The correlation between increased knowledge and lower levels of TC&C implementation are counter-intuitive. It may be that the knowledge questionnaire measures factual knowledge, while TC&C implementation goes beyond facts and helps students think about their attitudes and behaviors. If those teachers who focus on the factual information are less likely to engage the class in projects or use resource people, it is logical to expect greater knowledge change among these students. Students involved with projects and activities would be less focused on remembering facts about crime and crime prevention.

Is there evidence to suggest that TC&C may prevent and/or reduce future delinquent behaviors of participants?

The data support the hypothesis that TC&C prevents and/or reduces future delinquent behaviors for "regular" students. The only data available to quantify changes in delinquent attitudes are the pre-post scores of the rural youth and the youth at JRI/EP. As the results indicate, TC&C appears to have had an impact on rural students' belief in ethical rules, associations with delinquent peers, self-reported delinquency, and altruism. Youth at JRI/EP showed appropriate trends in the subscale scores, but none reached statistical significance.

Is there evidence to suggest that TC&C changes participants' attitudes, thereby increasing their connection with society and decreasing the propensity to commit delinquent acts?

The same analysis as described for the previous question applies to this question. As mentioned previously, TC&C students had significant increase in altruism/bonding with community, and beliefs that laws are reasonable. There was no change in youths' commitment to appropriate social norms, involvement in school or attachment to authority figures.

Is there evidence to suggest that participation in the teen action projects increases participants' goals and expectations for their own futures?

A correlation was computed between the number of hours spent on teen action projects and changes on the hopefulness subscale of the attitude/behavior instrument. There was no significant relationship between these two variables. The lack of relationship may be due to the relatively low reliability of the hopefulness measure.

Is there a common set of conditions that must exist for TC&C to be institutionalized within an agency or system?

Results from the site visits and teacher surveys suggests that the key criteria for institutionalization of TC&C into a school is the commitment of the teacher. The principal, superintendent, JRI/EP director and curriculum developer all indicated that the commitment of the teacher to the program predicts its success. Within the school setting, the administrators reported deferring to the teacher concerning the decision to use

TC&C in a particular class. While the administration has a supportive role, it is the teacher who has the major decision making power. Even if TC&C were mandated, results from the site evaluations suggest that teacher motivation and commitment is critical to implementing TC&C in the way NCPC intends it to be implemented (ie. resource people, action projects, etc.).

This finding suggests that support to teachers is important to keeping TC&C within the school after NCPC funding is terminated. Supporting networking, conferences, newsletters and other ways of communicating with teachers could be useful in continued implementation of the program. This is particularly important in helping TC&C remain within a school when there is teacher turnover.

Is there a "core" of TC&C that should be consistently implemented regardless of site or population?

If there is a "core" of TC&C that should be consistently implemented, it should not mandate specific chapters of the text. In this evaluation, there were only two chapters covered by all teachers. Rather, the "core" of TC&C appears to be its simultaneous use of facts, resource people and action projects. From the qualitative information obtained from teachers, the other element of the "core" of TC&C appears to be student commitment to the action projects. Students should have maximum empowerment in the selection and implementation of these projects.

What does it take for TC&C to be successful?

In conclusion, it is this evaluator's opinion that successful implementation of TC&C involves the following five components:

- teacher commitment to implementing TC&C,
- administrative support in allowing teachers to be trained and allowing students to engage in community-based action projects,
- implementation of the program with integrity -- using the textbook, implementing student-directed projects and including community resource people,
- student empowerment in the selection, planning and implementation of the action projects, and
- minimal financial resources to support ancillary costs related to resource people, field trips and action projects.